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ABSTRACT

This report concerns the field procedures and data analysis being used in the New York City Infant Day Care Study, a large-scale longitudinal study examining publicly-funded, community-controlled group and family day care programs in New York and comparing the effects of these programs and of home rearing on children and their families. Children's development and the patterns of care provided to them in group and family day care, as well as at home, are being evaluated and compared in three major areas: (1) child's health, nutrition, and physical development; (2) child's cognitive, linguistic, social, emotion, and personality development; and (3) family development. Procedures for assessing program input and developmental outcomes in these areas are described and design of the data analysis is discussed. The appendices, comprising most of the report, include (1) identification of committee members, (2) forms and manuals for the field procedures (three fourths of the report), and (3) material relevant to the data analysis procedures and analytical framework. (Authors/ED)

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NEW YORK CITY INFANT DAY CARE STUDY

INPUT SECTION

FINAL PROGRESS REPORT

OCD-CB-118

February 1, 1972 - October 31, 1974

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NEW YORK CITY INFANT DAY CARE STUDY

INPUT SECTION

SUMMARY OF FINAL PROGRESS REPORT

Grant Number: OCD-CB-118

February 1, 1972 - October 31, 1974

The New York City Infant Day Care Study is an ongoing large-scale comparative longitudinal study of publicly-funded, community-controlled group and family infant day care programs in New York, and the effects of these programs on children and their families. More than 30 group and family infant day care agencies and approximately 500 children between 6 and 36 months of age and their families are included in the study. Initial characteristics, program input and developmental outcome are being evaluated in three major areas: (A) Child's Health, Nutrition, and Physical Development; (B) Child's Psychological Development; and (C) Family Development.

The study has been supported by grants from the Maternal and Child Health Service (Grant No. MC-R-360011) and the Office of Child Development (Grant No. OCD-CB-118) of the United States Department of Health, Education and Welfare. The MCHS grant was awarded for a six-year period (from 2/71 through 1/77), the first year of which was a planning grant. The OCD grant was awarded for a two-year period (from 2/1/72 through 1/31/74) specifically for the purpose of developing procedures for studying program input.

In the present study program input is being assessed in two ways: (1) Naturalistic Observations, in which a member of the field team spends an entire day in each sample child's usual day care setting every six months. The behavior of children, caregivers, and various aspects of the physical environment are assessed on a variety of instruments, (2) Caregiver's Interview, in which caregivers are interviewed annually to obtain information about their background and training, their relationships to the agency and to the children's families, as well as their ideas about aspects of child-rearing.

During the OCD grant period, we have developed all of the assessment techniques to be used in evaluating program input, and have completed a total of 489 all day naturalistic observation cycles on more than 300 sample children. In addition, field team members have completed approximately 120 Caregiver Interviews. A more complete description of the Program Input measures is presented in the attached Report.

NEW YORK CITY INFANT DAY CARE STUDY

INPUT SECTION

FINAL PROGRESS REPORT
OCD-CB-118

February 1, 1972 - October 31, 1974

I. Introduction

The New York City Infant Day Care Study is an ongoing large-scale comparative study of publicly-funded, community-controlled group and family infant day care programs in New York City, and the effects of these programs on children and their families. More than 30 group and family infant day care agencies and more than 500 children between 6 and 36 months of age and their families are included in the study. Children and families in the two types of day care programs, as well as those reared at home by their own mothers during the first three years of life, are being compared in three major areas: (A) Child's Health, Nutrition, and Physical Development: (B) Child's Psychological Development (which includes Cognitive and Language Development, on the one hand, and on the other Social, Personality, and Emotional Development); and (C) Family Development. The design of the study makes it possible to determine the effects of three different types of child-rearing environments on childrens' development, as well as the effects of early versus later entry into an infant day care program.

The study is being carried out in cooperation with the New York City Agency for Child Development, under whose umbrella both group and family day care programs in the city are funded and operated, the New York City Health Department, which has the responsibility for licensing group day care centers; and the individual community-controlled infant day care programs participating in the study. In addition to the Principal Investigator, Dr. Mark Golden, and the Project Director, Mrs. Lucille Rosenbluth, the project has two Co-Investigators: Mrs. Betti Whaley, Commissioner for the New York City Agency for Child Development, and Dr. Margaret Grossi, Director, Bureau of Child Health, New York City Health Department.

In addition, representatives of each group care center and family day care agency participating in the study have played and will continue to play an important role in planning and carrying out the study through their participation on the Study Policy Committee. The Committee meets every three months to discuss major policy decisions and problems concerning the study. (See Appendix A for a listing of Policy Committee members).

The study grants are administered by the Medical and Health Research Association of New York City, a private, non-profit, tax-exempt corporation, affiliated with the New York City Health Services Administration.

The study, which began approximately three and one-half years ago and will be completed in 1977, has been supported by grants from the Maternal and Child Health Service (Grant No. MC-R-360011) and the Office of Child Development (Grant No. OCD-CB-118) of the United States Department of Health, Education, and Welfare. The MCHS grant was awarded for a six-year period (from 2/1/71 through 12/31/76), the first year of which was a planning grant. The OCD grant was awarded for a two-year period (from 2/1/72 through 1/31/74), specifically for the purpose of developing procedures for studying program input. The OCD grant was extended to October 31, 1974.

The Input section grant from the Office of Child Development provided support for an Early Childhood Consultant, the Senior Early Childhood Educator, the Junior Early Childhood Educator serving as Field Supervisor, and a Secretary, all of whom have, under the direction of the Principal Investigator and Project Director, played a major role in the development of the Input measures.

The Input Committee, a group of early childhood specialists, representing the New York City Health Department and Agency for Child Development, and several major universities in New York City, was organized under the OCD grant and worked closely with staff in developing the input measures used in this study. (See Appendix A for a listing of Input Committee members).

Input Data

Originally we had planned to collect the following three levels of input data, which will be summarized briefly here and described in greater detail later in this report. Since OCD has not continued to fund the project, it has been necessary to curtail the third level of data collection, the Central Review.

1. Naturalistic Observations: Periodic systematic naturalistic observations are made in each sample child's day-care setting, in order to obtain information about the child's daily experience, in terms of how he/she functions, the patterns of interaction between the child and his/her caregiver(s), and aspects of the physical environment. A member of the Field Team spends an entire day in each sample child's setting (group day-care classroom, family day-care home, or in the case of the at-home sample in the child's own home) at 6, 12, 18, and 24 months of age in order to obtain this data. These procedures are described in detail on pages and copies of the manuals and data collection forms are contained in Appendix B.

2. Caregiver(s)' Interview: A member of the Field Team conducts interviews once a year with the caregiver(s) of each sample child, in order to obtain information about their previous education and experience with young children; information about their present job-functioning; and their ideas on child-rearing. (See Appendix B for sample Interview Protocols).

3. Central Review: The Senior Early Childhood Educator was to have several days a year in each group day care center or family day care agency, in order to obtain information about how each agency operates outside of the classroom or family day care home. This included information about the education and experience of the Director and other supervisory and ancillary personnel; their roles and job functions in the agency; the history and goals of the agency; the selection, supervision and training of caregivers; criteria for selecting children; the programs for children and their families; the relationships of each agency to superordinate agencies, such as the Agency for Child Development and the Health Department. This

information was to have been obtained largely through interviews with the Directors, and other supervisory and ancillary personnel.

Progress on the development and use of the above measures is as follows: (1) Naturalistic Obvervations: All of these measures are now complete and data has been collected on approximately 300 children; (2) Caregiver(s)' Interview: The interview is complete. The members of the Field Team were trained to administer the interview, and approximately 120 caregiver Interviews have been completed. We are now in the process of developing a coding system for the interview.

While OCD has provided support for the Input Section of the study, funds from MCHS are also used for this purpose, so that the two grants complement each other.

MCHS provides support for the Principal Investigator, the Project Director, the four Field Team members, who are actually responsible for collecting Input data for levels 1 and 2, the Data Collection Supervisor, as well as the staff Statistician and Statistical Consultant. In addition, MCHS pays for the cost of data processing and data analysis.

As mentioned earlier, OCD provides support for a Senior Childhood Educator, and an Early Childhood Consultant.

Study Design

More than 30 group and family infant day care agencies and more than 500 children between 6 and 36 months of age and their families are included in the study. Children's development and the patterns of care provided to them in three different child-rearing environments are being studied: (1) children in group day care centers; (2) those in family day care homes; and (3) children reared at home by their own mothers during the first three years of life. They are being compared, in terms of program or environmental input and developmental outcome, in three major areas: (A) Child's Health, Nutrition, and Physical Development; (B) Child's Psychological Development (which includes Cognitive and Language Development, on the one hand, and on the other Social, Personality, and Emotional Development); and (C) Family Development.

In the two types of infant day care programs, children who enter day care between 2 and 21 months of age are being studied longitudinally until 36 months of age. On the basis of our current projections (See Table C and D) we expect approximately 260 longitudinal infant day care children to remain in the study until they are three years of age: approximately half in group and half in family day care; approximately half who entered day care during the first year of life and half who entered during the second year. One Hundred children who were cared for at home by their own mothers and first enter a group or family day care program at age three will be cross-sectionally compared to the longitudinal infant day care samples at 36 months of age.

In addition, an At-Home sample of similar children who are not in day care are being cross-sectionally compared to the two infant day care samples at 6 and 18 months of age, with 50 At-Home children at each age. These children are being recruited from Child Health Stations located in the same geographical areas of the city served by our infant day care programs (See Table B for list of Child Health Stations used to recruit the At-Home Sample).

The children in the At-Home sample are also being matched to the infant day care samples on certain demographic variables, such as child's sex, ethnicity; family's socio-economic status, structure, and mother's age.

The design of the study makes it possible to assess both the effects on children's development of the three different child-rearing environments, but also makes it possible to assess the effects of early versus later entry into a day care program.

Desecrition of Participating Agencies

In infant group day care, a child is cared for in a center consisting of several groups with a maximum of ten children in each group. Nine group day care centers are currently a part of this study.

In family day care, the child is cared for in a licensed private home by a mature non-professional woman. A maximum of five children, with only two under two years of age, may be cared for in any home. There are three major types of family day care programs operating under the auspices of the New York City Agency for Child Development:

1. The Family Day Care Careers Program, which consists of 21 agencies located in poverty areas in the five boroughs of New York City. The sponsoring agencies are all community-based. Each agency assumes the responsibility for hiring, training and supervising the provider-mothers, who care for children in their own homes. These programs serve 59% of family day care populations.

2. The Family Day Care Cluster Program: Under this program, a cluster of family day care homes is attached to a group day care center in their geographic area and administered in conjunction with the group center. The cluster program serves 26% of the family day care population.

3. Those operated by private agencies, serving 15% of the family day care population.

Nine Family Day Care Careers Agencies are a part of this study. We have recruited three cluster programs.

See Table A for a listing of Group and Family Day Care Programs participating in the study.

The At-Home sample will be recruited from Child Health Stations located in the same-areas served by our day care programs. See Table B for list of Child Health Stations used to recruit the At-Home Sample.

TABLE A

Day Care Agencies Participating in New York City Infant Day Care Study

Group Day Care Centers	Planned Opening Date	Estimated Number of Childre up to 3 years of a
Community Sponsors	Jan. 1975	62
Friends of Crown Heights	Open	20
Jamaica N.A.A.C.P.	Open	30
M.F.Y., Inc.	Open	20
Pacific Community Child Development Center	Open	38
Parent-Child Center of Hunts Point	Open	30
Richmond Early Learning Center	Jan. 1975	38
Riverside Church Infant Day Care	Open	27
Seton Day Care	Open	20
Tabernacle Day Care Center	Open	60
United Organization of Suffolk Street	Open	20
		365
Family Day Care Programs		
Career Programs		
Community Development, Inc.	Open	10
Church-on-the-Hill	Open	20
Clinton Child Care	Open	25
Community Life	Open	50
East Harlem	Open	25
Hunts Point Multi Service	Open	34
Park Slope	Open	12
University Settlement	Open	26
Willoughby	Open	17
Youth Village, Inc.	Open	25
		244
Cluster Programs		
Bedford Avenue Day Care	Open	12
Hudson Guild Family Day Care	Open	14
Morrisania Day Care	Open	16
Wake Eden Day Care Center	Open	20
Westchester-Trement Cay Care Center, Inc.	Open	10
		72
Private Agencies		
Cardinal McClosky School	Open	16
Children's Health Service	Open	20
Jewish Child Care Association of New York	Open	49
New York Foundling Hospital	Open	10
Talbot Perkins Children's Service	Open	8
Windham Child Care Agency	Open	90
		193
	All Family Day Care:	509

TABLE B

New York City Infant Day Care Study
CHILD HEALTH STATIONS
FOR AT-HOME SAMPLE

Child Health Stations Districts	Address	Day Care Programs in Area	No. of Infan Registered in Hlth. St
Central Harlem	281 W. 127th St.	Riverside Church Infant Day Care	287
	Madison Avenue & 122nd St.	Community Life Family Day Care	132
	2927 Eighth Ave.	Church-on-th-Hill F.D.C.	262
East Harlem	2365 First Ave.	East Harlem Family Day Care	168
Lower East Side	24 Avenue D	M.F.Y. Group Child Care Center	135
	280 Delancy St.	United Organization of Suffolk St. & University Settlement F.D.C.	73
Lower West Side	303 Ninth Ave.	Clinton Family Day Care	48
Mott Haven	755 E. 152nd St.	Concerned Parents Day Care	487
Morrisania	1005 Tinton Ave.	Hunts Point Multi-Service F.D.C. & Parent-Child Center (P.C.C.)	432
	401 E. 168th St.	Youth Village, Inc	598
Sunset Park	440 Seventh Ave.	Park Slope Family Day Care	214
Fort Greene	434 DeKalb Ave.	Tabernacle Day Care Center	223

Sample Recruitment

We have recruited a total of 323 group and family infant day care children to date. We have lost 87 of these children through attrition. There are 236 longitudinal infant day care children still in the study. The attrition rate has been 27%, which is close to the 30% we had anticipated at the beginning of the study. This data is presented in

TABLE C*

New York City Infant Day Care Study
LONGITUDINAL SAMPLE ENTERING, LEAVING AND REMAINING
From September 1972 to November 1974

	ENTERED STUDY 1972 - Nov. 1974			LEFT STUDY 1972 - Nov. 1974			IN STUDY November 1974			% ATTRITION		
	Group	Family	Both	Group	Family	Both	Group	Family	Both	Group	Family	Bot
6-Month Sample	(64) 82	101	(165) 183	(7) 25	28	(35) 53	57	73	130	(10.9) 30.5	27.7	(21 29
12-Month Sample	(30) 33	50	(80) 83	(0) 3	17	(17) 20	30	33	63	(0) 9.1	34.0	(21 24
18-Month Sample	29	28	57	5	9	14	24	19	43	17.2	32.1	24
All Sample	(123) 144	179	(302) 323	(12) 33	54	(66) 87	111	125	236	(9.8) 22.9	30.2	(21 26

*Included in the Group Day Care sample figures are 18 six-month children and three 12-month children from the Parent-Child Center (P.C.C.) who left after one year in the study due to the design of the P.C.C. program, and not normal attrition. The attrition rate without these children is indicated in brackets in TABLE A.

Our statistical staff has projected the number of sample children in the longitudinal study that we will finally complete our analysis of through 36 months. Our conservative estimate of the longitudinal Infant Day Care children who will remain in the study until 36 months of age is 258. On the basis of our current information we expect these children to be evenly distributed between the group and family day care samples. These figures are based on the number of children who are currently in the longitudinal sample and the number of children that our participating agencies have reported to be in the process of recruiting (50 children of different ages in the two samples), and the number of children that we anticipate will drop out of the study from now through our completion of all data collection. The projections are shown on Table D.

TABLE D

New York City Infant Day Care Study
PROJECTIONS OF SAMPLE CHILDREN
ENTERING AND REMAINING IN THE STUDY
THROUGH THE COURSE OF THE LONGITUDINAL STUDY

	No. who will enter study by 1/75	Total % expected to leave prior to 36 months	Total No. expected to leave prior to 36 months	Total No. expected to remain through 36 months
6-Month Sample	178 (1)	27.8%	50	128
12-Month Sample	98 (1)	27.2%	27	71
18-Month Sample	76 -	21.3%	17	59
Total for all Samples	352	26.7%	94	258

(1) Corrected for children who dropped out from P.C.C. due to this Center's program design. Eighteen 6-month sample children and three 12-month sample children.

The projection for the total study is based on the actual length of time that every child now in the study has been in the study, and a projected attrition rate based on our past experience with sample drop outs, i.e., if they have been in the study for longer than six months, we applied the smaller attrition rate for long term study children; if they have been in the study for less than six months we applied the larger attrition rate for the short term children.

The sample projections in Table D differ from our original estimates in two important respects:

1. We expect to end up with approximately 260 longitudinal infant day care children instead of 300. However, the reduced sample size is not primarily due to a larger attrition rate than we had expected, but because fewer children entered day care who could be recruited than anticipated, a factor which was beyond our control. Furthermore, with the exception of only two cases who dropped out of the study but not the day care program, the remaining 85 children left the study because they dropped out of the day care program.

2. We now estimate ending up with a different age distribution than our earlier study design called for. We had planned to end up with 300 longitudinal children, evenly distributed by treatment group (i.e., group and family day care) and the approximate age they entered day care (i.e., 6, 12, and 18 months). As it turned out, many more children enter the programs during the first year, with considerably fewer entering during the second year. Therefore, it becomes necessary to change our study design.

We decided to examine the effects of the age at which children enter day care by using the precise age at which each child enters day care as a value on a continuous variable instead of maintaining distinct age samples. This variable will be treated as an independent variable in any question that will reflect the amount of day care experience as a predictor of some other facet of day care. Furthermore, it can be controlled for (treated as a covariate) in questions that look at children irrespective of their amount of day care experience. In the Multiple regression framework, this procedure also has the advantage of reducing the number of degrees of freedom required to represent "amount of day care experience".

Those children who have left the study prior to our completing the 36-month procedures (our attrition sample), will also provide information vital to our understanding of infant day care. The description of demographic characteristics of children and families using infant day care will include a comparison of those who leave and those who remain. Data reported on Infant Day Care environmental variables (i.e., program variables) will include the total number of observations completed, including observations of those who have dropped out. In addition, the family development section completes a detailed exit interview with each family that leaves infant day care during the course of the study to provide data on why children leave day care programs.

In addition to the estimated 260 longitudinal sample children, we plan to include 100 children who enter a group or family day care program at three years of age (the 36-month sample), as well as children in the At-Home sample at 6 and 12 months of age. When these samples are combined, the total sample size of the study will include approximately 460 children and families.

We reviewed our current total sample projections with our statistical consultant, Dr. Jacob Cohen, who indicated that, given our new way of handling the age variable (described earlier), the sample size will be adequate to answer our study questions.

Description of Procedures for Collecting Environmental or Program Input Data

Two levels of programs input data are being collected: (i) Naturalistic Observations; and (ii) Caregiver(s) Interview. These procedures will now be described in greater detail.

Naturaltistic Observations

The field team is responsible for obtaining Input and Outcome data in the following major child's psychological development. In addition, through observations of the types of food presented to children in their day care setting, patterns of rest and activity, and the measures taken to insure the child's physical safety, input data relevant to the area of Child's Health, Nutrition, and Physical Development are also collected by them.

The principal method by which the field team collects the above data is through naturalistic observations of the sample child and his/her caretaker(s) in the child's day care setting, i.e., the group day care classroom, family day care home, or, in the case of the At-Home sample, in the child's own home.

A member of the field team (henceforth referred to as the Observer) spends a whole day - from approximately 9:30 A.M. to 4 P.M. - in each child's day care setting at 6, 12, 18, and 24 months of age.

In addition, prior to the first scheduled observation in a family day care home or the child's own home in the At-Home sample, the Observer visits the provider-mother or child's mother a few days earlier to explain the study and to answer any questions. The purpose of the orientation visit is toestablish rapport with the caretaker, and to give the caretaker and sample child an opportunity to adapt to a strange Observer, so that they will be more at ease and natural on the scheduled observation day. In the group day care centers, since caretakers and children are more used to the presence of strangers, the orientation visit is not conducted. In order to reduce the impact of the presence of a strange Observer on the children and caretakers, the same Observer will be used on all visits to the same sample child throughout the longitudinal study.

Before discussing the observational methods in greater detail, a brief description of the field team is in order. There are four full-time field team members or observers, two of whom are bilingual (Spanish-English speaking). All of them are females. Three of the field team members are college graduates with a major in one of the social sciences. A fourth member is not a college graduate but has had extensive behavioral research experience. In addition to the field team, there is a field supervisor, who has a Masters degree in Psychology and is now completing her dissertation for a doctorate. The supervisor schedules and supervises the field team's work, and maintains monthly contact with the Directors or Intake workers of all of the programs participating in the study, in order to insure that all potential sample children are recruited and to deal with any problems which may arise.

All of the following field team procedures were developed by our research team for the purpose of the present study. These measures will be briefly summarized below. See Appendix B for the manuals and data collection forms of each of the following:

1. Time Line

The Observer records the following major events on the Time Line: (a) the sample child's arrival and (anticipated) departure time; (b) the time and duration of morning and afternoon naps; (c) the time and duration of the main midday (noon) meal, and (d) the time and duration of time the child spends outside his day care setting, which includes outdoor play, visiting, or shopping. For practical purposes, we decided to collect data only on the child's experience inside his usual setting (classroom, family day care home, or home).

2, CORE

CORE (which refers to "Core" observations) is the principal method employed in the present study to obtain data about children's experience in different day care environments. The emphasis is on the sample child's experience, whether he is interacting with a caretaking adult or not, and whichever adult he interacts with. Since the Observer focuses on the sample child, and whichever caretaker(s) he/she interacts with, CORE provides information about the quantity and quality of the child's interactions with caretaking adults; it does not allow us to characterize the behavior of a particular caretaker, particularly in group day care where there are usually several caretakers for a group of children. There are, however, other measures to be described later, which do permit us to characterize the behavior of the child's principal caretaker(s).

CORE involves a time-sampling technique, in which 30-seconds of observation is paired with 60-seconds for coding various aspects of the child's and teacher's behavior. A CORE sample consists of seven consecutive observation-coding units, which requires 10½ minutes to complete.

The Observer is required to obtain a minimum of two CORE samples in the morning and two in the afternoon. In addition, one CORE sample is obtained during the noon or main meal, in order to assess the quality of each child's interactions with caretakers during an important, standard, routine caretaking situation. To summarize, the Observers obtain a minimum of five CORE samples during a single day's observation.

Core deals with 16 different aspects of the child's and teacher's behavior, which can readily be coded during the 60-seconds allotted for this purpose. In order to prevent Observer bias, in terms of when CORE observations are made, CORE samples (with the exception of the Noon Meal

Core) can only be obtained during specified time periods, one-half hour apart, distributed throughout the day. If the Observer is unable to obtain the minimum required number of CORE samples, she re-schedules another visit to collect the missing data. CORE was designed to be used for children from 6 to 24 months of age, and for the longitudinal samples, it will be obtained at 6, 12, 18, and 24 months of age.

A reliability study of CORE on 60 children, ranging in age from six to 36 months, was carried out. In order to assess the degree of inter-observer reliability for CORE, each of our field team members was paired with every other Observer, with each pair jointly observing 10 children. The level of inter-observer agreement was quite high, with the Kappa reliability coefficients ranging from .73 to .98 for the 16 CORE Columns or variables, and only two below .80.

(a) Supplementary Information for CORE

Supplementary Information for CORE is completed by the Observer immediately after each of the five CORE samples, and is designed to supplement information not contained in CORE. The Supplement provides the following kinds of information: (a) The teacher-child ratio; (b) the presence or absence of physical danger to the sample child, and the teacher(s)' response to potential danger situations to children; (c) the language used by the teacher(s) with the child (whether English only, Spanish only, or a combination of the two); (d) unusual conditions which may invalidate the Observations; (e) unusual or peculiar behavior by the child; and (f) unusual or peculiar behavior by the teacher. The foregoing information is specific to the preceding 10½ minute CORE sample.

3. Noon Meal Measures

The following measures are obtained during the main midday meal:

(a) CORE

A 10½ minute CORE sample, including the CORE Supplement, using the same protocols as the morning and afternoon CORES, is obtained during the noon meal.

(b) Food Record

The Food Record was developed by our research team, under the direction of Catherine Cowell, Director, Bureau of Nutrition, New York City Health Department, who will also guide us in analyzing this data. The Food Record is designed to provide a rough estimate of the nutritional input to children in different day care settings during the course of a single day's observation, and particularly during the noon meal. The Observer records the types of food presented to the sample child, when they are given, and whether the child eats at least some of the food or rejects it entirely. For practical reasons, we decided not to attempt to measure the actual quantities of food ingested by the child.

(c) Supplement to Food Record

The Supplement provides two basic kinds of information, and is completed by the Observer at the end of the noon meal.

i) Checklist of Feeding Skills Observed During Lunch

This consists of two relatively simple scales, which indicate important milestones in the child's increasing skill in feeding himself liquids and solids. It is scored on the basis of the level of competence manifested by the child during lunch, and not on information provided by the caretaker.

ii) Rating of Teacher and Child During Lunch

These consist of a number of rating scales designed to assess the nature of the teacher-child interaction during lunch. It includes such variables as the child's and teacher's affect, the degree to which the teacher enriches the interaction beyond the routine task of feeding the child, how responsive she is to the child's cues, etc. Since there are such great differences in teacher-child interactions involving six-month old infants and those involving older children, two separate protocols have been developed, one to be used for the six-month sample and one to be used for 12 to 36-month old sample children.

4. Checklists of Teacher-Child Interaction: Learning, Language, and Control

The Checklists are designed to give us more detailed information than we obtain in CORE about how teacher and child interact in three areas: Learning, Language, and Control. These three aspects of teacher-child interaction were selected for more "in-depth" study because of their importance to children's cognitive and social development.

The Checklists are used at the 12, 18, and 24 month age cycles, and are completed on the same day in which CORE is collected. In contrast to CORE, which employs a time-sampling technique, where 30 seconds of observation are paired with 60 seconds for coding (for a period of 10½ minutes), the Checklists are completed on the basis of 10-minute periods of continuous observation, which are interspersed between CORE samples throughout the day.

The Observer is required to make observations until she obtains two teaching, two language, and two control interaction samples. The Checklist is scored only if there is a teacher-child interaction in one of the above areas. She codes only the first of each of the above kinds of teacher-child interactions that occur during a 10-minute observation period.

5. Physical Setting, Materials, and Equipment Checklist

The Physical Setting, Materials, and Equipment Checklist is designed to assess the physical environment of each child's day care setting; the group day care center classroom, the family day care home, and the child's own home in the At-Home sample. It provides information about the number of children in the setting, physical space and appearance, play materials, eating, sleeping and toileting arrangements, and health and safety factors.

The Checklist observations are made when the child is 6, 12, 18, and 24 months of age, and are completed on the same day as CORE, when the sample child is asleep.

There are two Checklist forms; one for the six and 12-month samples, and another for the 18 and 24-month cycles. The reason for two separate forms is that the types of materials and equipment suitable for the younger and older children differ widely.

6. Summaries of Teacher(s)' Behavior and Child's Behavior

These consist of two sets of global rating scales, one characterizing the teacher(s)' behavior and one chatacterizing the sample child's behavior. The Summaries are used with 12, 18 and 24-month cycles. The Observer completes them at the end of the Observation day, and are based on her impressions of the behavior of the teacher(s) and sample child throughout the day.

In group day care, where there is usually more than one teacher for a group of children, separate Summaries are completed for each of the principal caregivers who have interacted with the sample child.

II. Caregiver Interview

Field Team members interview each sample child's principal Caregiver, using the Caregiver Interview. The Interview is designed to obtain information about the Caregiver's background (education, relevant work experience, etc.) her relations with her agency, her on-the-job training, job satisfaction, her ideas on child-rearing, and her relationship with the sample child's family.

Caregivers are interviewed once a year. In Family day care settings, and in the home setting (for the At-Home sample), the interview is conducted on the same day in which naturalistic observation data are obtained, when the child is taking a nap. Caregivers with children who are part of the 6-month sample are interviewed when the child is approximately 6, 18, and 24 months of age; Caregivers with children in the 12 and 18-month samples are interviewed when the child is approximately 18 and 24 months of age. In group day care settings, appointments for the annual interview may be conducted on a day other than when the naturalistic observations are made, and are arranged through the Director of the day care center.

There is one basic interview format. However, certain questions within this format are dropped or vary according to the setting (Family, Group, or At-Home), the child's age, and type of interview (Initial or Follow-up).

The Interview takes approximately one hour. The Interviewer follows a prescribed format and records the Caregiver's responses on the protocol. The Interview consists of both open-ended and structured questions.

Caregivers of sample children are interviewed by the Field Team Member with whom she is already familiar. If the Caregiver is bilingual, the Interview is conducted in the language with which she is most comfortable. On the basis of the Interview protocols we have collected thus far, we are in the process of developing a system for precoding the Caregiver's responses, which will greatly simplify the interviewing process. (See Appendix B for Interview Protocols).

In terms of data collection, during the first half of 1974, 187 all-day naturalistic observations were completed by the Field Team. 489 observations have been completed since the start of the study. During 1974, 120 Caregiver Interviews were completed.

DEVELOPMENTAL OUTCOME MEASURES

This section of the report contains a description of the developmental outcome measures in three major areas of functioning: (A) Child's Nutrition, Health, and Physical Development; (B) Child's Psychological Development; and (C) Family Development. These measures are collected under the Maternal and Child Health Service, Grant No. MC-R-360011.

PROCEDURES FOR ASSESSMENT OF CHILDREN'S NUTRITION, HEALTH, AND PHYSICAL DEVELOPMENT

Data on children's physical development is collected through three basic approaches: A series of clinical examinations performed by staff pediatricians using an age specific protocol at 6, 12, 18 and 36 months of age including the measurement of height, weight and head circumference; a series of laboratory tests including urinalysis and blood tests at the same ages; and review of medical, immunization and attendance records every six months. This information will provide a detailed picture of the development of children in the three settings.

A review of pre-natal and birth records is used to define all sample children as at risk or not at risk births for comparison purposes, and to help interpret growth and developmental patterns.

A comparison of our findings with those of the children's regular source of medical care and the analysis of immunizations received will yield data on the adequacy of care received by infants in the study from the various medical care programs available to them.

PROCEDURES FOR ASSESSMENT OF CHILDREN'S PSYCHOLOGICAL DEVELOPMENT

The psychological testing team collects baseline and development outcome data on children's psychological development, which includes cognitive and language development on the one hand, and on the other hand social, personality, and emotional development. Children are tested at 6, 12, 18 and 36 months of age. For the infant day care longitudinal sample the first evaluation constitutes a baseline measure of the child's psychological functioning, and subsequent measures constitute outcome measures. Comparisons of developmental outcome between children with varying amounts of Group and Family infant day care experience, as well as children reared at home by their own mothers during the first three years of life, are made at two important ages: 18 and 36 months of age. In assessing children's psychological development we distinguish between two levels of experience and functioning: (i) The first 18 months of life, which represents the sensorimotor period; and (ii) the period from 18 to 36 months of age, where language plays an increasingly important role in children's experience and psychological development. We distinguish between these two levels because the factors which facilitate development on the sensorimotor and verbal levels differ. Infant day care environments and the development of children in the three different child-rearing situations (group day care, family day care, and At-Home) may differ on one level and not the other. Comparisons between day care environments or programs will be made on the basis of the data collected by the field team. But any significant differences which are found in children's experience between different day care programs will be bounced off the developmental outcome measures at 18 and 36 months of age to see whether an environmental difference makes a difference in terms of children's later development.

The following Psychological testing procedures are used in the present study:

1. Bayley Mental Scale

Children are tested on the Bayley Mental Scale at 6, 12, and 18 months of age. Since the last progress report, we have eliminated the 27-month testing cycle, for several reasons. Our testers found that at 27 months of age they could not obtain a ceiling on the Bayley on many of the children they had tested, which would underestimate the child's intellectual functioning. Furthermore, in projecting our future testing load, with the addition of the 100 children in the At-Home sample, and the addition of a more extensive testing procedure on 350 children for the 36-month evaluation, we decided that, given our resources, our testers would not be able to carry this load. Since the 6, 12 and 18-month testing cycles serve as baseline data for the children in these age samples, and the 27-month cycle was not necessary for this purpose, we felt that we could eliminate it without compromising the quality of the evaluation of developmental outcome in this area.

2. Bayley Motor Scale

The Bayley Motor Scale, which is designed for use with children between 2 and 30 months of age, is only being administered to the 6 and 12-month children. The reason for not administering it to older children is that, starting at 18 months, a large proportion of the items require the use of stairs and a walking board, equipment which is much too bulky for our testing team to take with them to family day care homes, which are often located in walk-up tenements.

3. Stanford-Binet

The 1960 revision of the Stanford-Binet will be administered to children in the 36-month testing cycle, which began in the Fall of 1974. We are using a Spanish version of the Binet for the Spanish-speaking children in our sample.

4. Behavior Rating Scales

The Behavior Rating Scales were adapted from the Bayley Infant Behavior Record, and are designed to assess various aspects of children's behavior during the standard test situation. The Scales are being used for the 6, 12, and 18-month testing cycles. A somewhat different set of rating scales will be used for the 36-month evaluation, which are described later in this progress report.

5. Verbal Comprehension Scale

The Verbal Comprehension Scale was developed by the Principal Investigator of the present study for use in a previous longitudinal study of social class differences in cognitive and language development in children between two and three years of age. The Scale assesses children's language understanding or comprehension, using a standard testing format. The Scale was extended downward to 12 months of age. The downward extension of the Scale, which is being used in the 12 and 18-month testing cycles, was described in last year's progress report. Since that time, we had decided not to use the Comprehension Scale in the 36-month evaluation cycle for several reasons. Whereas, the Comprehension Scales at 12 and 18 months can be administered during the same session as the Bayley, at 36 months it would require a separate testing session, which would take approximately one hour. Since at three years of age, the Comprehension scores correlate very highly with Binet scores, and in this sense was redundant, we decided to eliminate it at this age. In addition, there were also serious problems in translating some of the items from English into Spanish.

6. 36-MONTH EVALUATION PROCEDURES

At 36 months of age, there is an in-depth, comprehensive evaluation of the cognitive, language, social, personality, and emotional functioning of all children in the study, except for the 6 and 18-month children in the At-Home sample. This will include approximately 350 children.

Major Variables

1. Cognitive and language development
2. Interpersonal relations:
   - (i) How the child relates to familiar adults (Caregivers)
   - (ii) How the child relates to an unfamiliar adult (Examiner)
   - (iii) How the child relates to peers (children between two and four years of age)
3. Cognitive Style
4. Expression of Affect
5. Evidence of unusual behavior
   - (i) Evidence of suspected serious intellectual or personality problems
   - (ii) Evidence of unusual capabilities

Who will Do the Evaluation?

1. The Testing Team consists of people who are at least at the M.A. level in psychology or education and/or who have extensive relevant experience with young children in a diagnostic testing, therapeutic, or teaching capacity.

2. Spanish-speaking children are evaluated by Examiners who are fluent in both English and Spanish.

General Methodology

1. Children are evaluated in the following three situations:

(i) Standard Intelligence Test Situation (Stanford-Binet).
(ii) Play Interview

The interview is carried out in the child's natural day care setting but an attempt is made to carry it out in a relatively quiet, private location, which is as free from distraction as possible. The interview lasts approximately 45 minutes. The Examiner presents the child with the following types of toys: (a) People (family dolls, soldiers, etc.); (b) Furniture (kitchen, bathroom, bedroom); (c) Eating utensils; (d) Vehicles (cars, boats, etc.); (e) Animals (domestic and wild); (f) Building blocks. The child is told that he is free to play with them in any way he wishes. The Examiner plays a relatively non-directive, responsive role, a participant-observer who follows the child's lead.

(iii) Naturalistic Observations

The Examiner observes the child in his usual day care setting on two different mornings for 45 minutes each time. At the end of each hour observation period, the Examiner rates the child's behavior on a number of scales, dealing with various aspects of behavior.

2. The Time frame is as follows:

(i) The evaluation is carried out on two mornings (from approximately 9:30 to 12:00), not more than a few weeks apart.

(ii) The following format is used:

Day 1: (a) 45 minute Naturalistic Observation;
(b) Play Interview (45 minutes).

Day 2: (c) 45 Naturalistic Observation;
(d) Stanford-Binet (1 hour)

3. Children are rated on the same behavior scales in all three situations. In the Naturalistic Observation situation, children are rated separately on each occasion. These scales deal with the child's functioning in four areas: (1) Language; (2) Relationships with people (Adults and Peers); (3) Cognitive style, and (4) Expression of Affect.

The ratings on the child's relationships with peers can, of course, only be done during the Naturalistic Observations, since there are no peers present or involved in the Standard Testing situation or Play Interview. Furthermore, there are differences between Group and Family Day Care programs, in terms of the potential for peer interactions. In Group day care centers, there are always a relatively large number of peers (about ten children between two and four years of age) with whom the child may interact; whereas in Family day care, there are certainly fewer peers and in some cases none, and the age range is likely to be greater. In making their ratings of the child's social competence with peers, the

Examiners take such differences in the potential for peer interaction into account.

Day Care environments also differ in other aspects, which may affect children's behavior. For example, some day care settings may provide children with a rich variety of play materials, while others are very meager in this respect. Caregivers may vary greatly in how they relate to children, which, of course, also affects how the child relates to adults, at least as manifested in his day care setting. For these reasons, we have added the Play Interview, which is a relatively standard situation, in terms of the play materials available to the child and the behavior of the adult (Examiner). At the same time, in contrast to the Test Situation, which is also standardized, the Play Interview provides an opportunity to see how the child functions in a relatively unstructured situation, where he is free to use the play materials in his own way, and where there is an interested, responsive adult who is willing to follow his lead.

While each of the three situations in which the child is being evaluated has its drawbacks, we believe that by observing children in all three types of situations, which in a sense complement one another, we will obtain a better composite picture of how the child functions. Seeing the child on two different occasions under different conditions also provides a more reliable picture of the child's functioning.

In devising the 36-month evaluation procedures, we have attempted to develop the most comprehensive evaluation design which would be feasible with 350 children, given our resources, but at the same time would serve our purposes.

4. In terms of data analysis, we are considering the following approach: The same sets of rating scales will be used to evaluate the child's functioning in all three situations in the following areas: (1) Language; (2) Social Competence; (3) Cognitive Style; and (4) Expression of Affect. Each of the foregoing four behavior categories consists of several rating scales, dealing with somewhat different aspects of the same variable. For purposes of data analysis, the scales in each area of functioning can be combined into a single composite score, reflecting the child's functioning in that area. The scores for each of the four categories obtained under Naturalistic conditions on two occasions can be combined. This will result in three sets of behavioral ratings, one for each of the three situations (Intelligence Testing situation, Play Interview, and Naturalistic Observations), in our four areas of functioning.

PROCEDURES FOR ASSESSMENT OF FAMILY DEVELOPMENT

Two methods of assessing family functioning are used in analyzing family development for this study: (1) The Hollingshead Two-Factor Index, which is based on the education and occupation of the head of the household, supplemented by the total income of family, and the source of income (i.e., Public Assistance and/or wages). (2) The St. Paul Scale, which was developed by Geismar and Ayres, assessess qualitative aspects and charges in the pattern of family functioning. The above information and supplemental material on maternal health history, parent language behavior and infant nutrition are obtained in a series of interviews with families in their homes. If a family leaves the day care agency before the child is 36 months, an exit interview is held to explore reasons for leaving.

DATA ANALYSIS

While we have had a general idea about how the data in this study would be analyzed, now that we have completed the development of all of our assessment techniques, the senior members of the research team, working with our statistical consultant, have turned our attention to specifying the data analysis strategies and procedures we plan to use. This process began more intensely during the current year, and should be completed during the next year. The data will be analyzed at two major periods: (i) the 18-month evaluation, which will be completed by the Fall of 1975; and (ii) the 36-month evaluation, which will be carried out at the end of the study. In some ways the 18-month data evaluation will be preliminary and is designed to both provide some data earlier than 1976 and to refine our data analysis procedures for the final 36-month evaluation, which will, of course, be more comprehensive and include the 18-month data.

Before describing the data analysis methods in more detail, a brief review of the study design may be helpful at this point. This is a large-scale comparative study of Group and Family infant day care programs in New York City, and the effects of these programs on children and their families. Approximately 450 children between 6 and 36 months of age and their families are included in the study. We anticipate that approximately 250 children who enter a Group or Family infant day care program between 2 and 21 months of age will be followed longitudinally until 36 months of age, after a number of children have dropped out of the study due to attrition. (The 18-month evaluation will include approximately 225 Group and Family day care children, and an additional 100 children in the 6 and 18 month At-Home samples). In addition to the foregoing children, 100 children who have been cared for by their own mothers at home and first enter a Group or Family day care program at three years of age will be compared to the 250 longitudinal infant day care sample at 36 months. Comparisons of initial sample characteristics, day care environments or programs, and development outcome are being made in three major areas of functioning: (A) Child's Nutrition, Health, and Physical Development; (B) Child's Psychological Development; and (C) Family Development. The design of the study makes it possible to compare the development of children in three different types of child-rearing environments (Group Day Care, Family Day Care, and At-Home), to assess the effects of early versus later entry into a day care program as well as to compare the experience of children and families in the three treatment groups. In addition to studying group differences in experience and development, the research is also designed to study individual differences, to relate individual differences in experiences to differences in developmental outcome, which will enable us to identify the environmental factors or program components which facilitate the development of children and their families. The major demographic, program, and outcome variables to be analyzed statistically are listed in the Data Analytic Framework (See Appendix C).

For the longitudinal aspect of the study, in order to assess the effects on children and families of the two types of day care programs, or the effects of early versus later entry into day care, we must first determine whether the children or families in the two day care programs or children who enter day care at different ages differ initially in any important respect which may affect their subsequent development. In order to do this, we have identified approximately 20 demographic and initial characteristic or baseline variables which will be used to compare children and families in the two types of day care programs and different age samples. The demographic variables include such factors as the child's sex, ethnicity, and birth history; the family's socio-economic status, family composition or make-up, the mother's age, etc. The baseline variables, which assess the child's functioning when he first enters a day care program and the family's functioning just prior to this time, fall into the three major areas described above. These include such factors as the child's health and physical development; the child's intellectual and personality functioning; and the pattern of the family's functioning before the day care program has had an impact. The baseline measures are similar or in some cases identical to the outcome measures in the same three areas of functioning, and, of course, must be taken into account when assessing the effects of the child's subsequent day care experience on his development.

Briefly, the data analysis strategy we plan to use in assessing and dealing with possible differences in our Group and Family day care longitudinal samples, is as follows: Children and families in Group and Family day care will be compared on the 20 demographic and baseline variables mentioned above. On any variable which the two day care samples differ significantly, we will attempt to determine whether that variable correlates significantly with any of our outcome measures at 18 or 36 months of age. Since the relationship between demographic or baseline variables and developmental outcome may be affected by the type of day care program or experience a child has had, where it becomes necessary to determine the effect of demographic or initial characteristics on outcome, the treatment group will be taken into account, i.e., pooled within-group correlations will be determined. Furthermore, when making outcome comparisons between our treatment groups, any initial differences between them which correlate significantly with developmental outcome measures will be corrected for statistically.

During the current year we have been refining the specific procedures we plan to use for analyzing the mass of program input data we are collecting, and expect to complete this process in 1975. See Appendix C for detailed description of these procedures.

It will be recalled that input data is being collected in three major areas: (A) Child Health, Nutrition, and Physical Development; (B) Child's Psychological Development; and (C) Family Development. Before describing the data analysis procedures in more detail, we will present our overall strategy for dealing with this data.

Program input will be analyzed on four different levels, ranging from broad molar categories, such as the three major areas described above, to the molecular level of the hundreds of specific items within each of these areas. The same basic approach will be used in dealing with initial baseline measures and developmental outcome measures in each of the three areas of functioning.

Level I: On the most molar level, a single index or score will be computed on the basis of all of the measures obtained, which reflects the quality of the program in each of the four major areas. That is, there will be three separate indices or scores, one global score for each area, which reflects the quality of the program in that area.

Comparisons between the two types of day care programs will be made in each of the three major areas, for each age cycle separately, (i.e., 6, 12, 18, and 24 month observation cycles) to see if the programs differ in these respects.

Program input scores in the four areas will be related to the 18 and 36-month developmental outcome measures in the same three areas, taking into account demographic and initial baseline measures of children and families, type of day care program, and amount of day care experience. We will both determine the relationships between outcome measures at 18 and 36 months with program input measures for each age cycle separately, and, assuming their homogeneity, determine the pooled within-group relationships. Even if we combine input scores for different age cycles, we will maintain a distinction between environmental input and developmental outcome on the sensorimotor level (i.e., up to 18 months of age) and the verbal level (18 months and older), particularly in analyzing the data for children's psychological development.

Level II: Within each of the three major areas, there will be a number of variables or sub-scales which will also be used in making treatment group comparisons, and related to developmental outcome. The number of such variables within each of the three categories will probably not exceed ten. For example, in area A (Health, Nutrition, and Physical Development), there will be sub-scales dealing with Nutritional Input, the Adequacy of Child's Health Care, Safety, etc. These will be described in more detail later in this report.

Level III: Within each of the three major areas, a number of specific hypotheses will be tested, derived from unanswered and perhaps controversial questions about infant day care. The hypotheses will be based on more molecular, more specific data than the variables or subscales of Level II, and there will probably be a somewhat larger number of hypotheses than sub-scales within each major category. For example, in Area A, one such hypothesis may be: Do day care programs which have formal arrangements or tie-ins with medical facilities result in better health care for children than programs which do not have such arrangements? Or in Area B, Child's Psychological Development, we may want to test the following hypotheses, which stem from concerns expressed by many people in the early childhood field: Do children in group care receive less individual attention than children in family day care? Is the care provided to children in group care more impersonal than the care children receive in family day care? Does a child's own mother (i.e., the At-Home sample) express more feelings, both positive and negative, than substitute caregivers express toward children in group and family day care?

Level IV: There are hundreds of items on which observations are being made. Since their sheer number precludes drawing meaningful conclusions over the entire set (e.g., by harvesting "significant" results), we will offer tabular summaries by treatment group and age group in the exploratory spirit of providing bases for generating hypotheses for further work by ourselves and other investigators. For each measure used, frequency data on each item will be printed out by Treatment Group (Group, Family, and At-Home) and Age Cycle (6, 12, 18, and 24 months). For example, in Area A (Health, Nutrition, and Physical Development), we may print out tables of the specific types of food presented to children during the noon meal in different treatment groups and at different areas. This kind of information can be useful to nutritional consultants in helping day care programs improve the nutritional value of the food offered to children.

We will now present a more detailed description of the procedures to be used in analyzing environmental or program input data for Areas A, B, and C, with a particular focus on Levels I and II.

Area A (Child's Health, Nutrition, and Physical Development)

Level I: As mentioned earlier, there will be a composite score of all measures or variables used to evaluate the quality of program input related to this area of functioning. The specific procedures for computing such a score are now in the process of being developed and will be completed in 1975.

Level II: The following variables or sub-scales are being developed for this level of data analysis:

1. Nutrition Index: This data is collected by the Field Team, which observes sample children during the noon meal, and records the food presented to the child on the Food Record. This data is being prepared for analysis by the New York City Health Department's Bureau of Nutrition, under the direction of Catherine Cowell.

2. Health Care Index: The procedures for analyzing this data are still in the process of being developed by the project's Medical Director and Consultants. Briefly, it consists of the following sub-indices:.

a. Number of Undiagnosed and Untreated Medical Problems: The medical findings of the child's regular source of medical care (based on records which we obtain from these sources) will be compared with the findings of our research pediatricians and laboratory data. Adequacy of care is reflected in the number of undiagnosed and untreated medical problems detected by the project's medical team.

b. Immunizations: An assessment will be made of the adequacy of age appropriate immunizations received by the sample child after he has entered the day care program (based on records obtained from the child's regular sources of care).

c. Frequency and Regularity of Well-Baby Care Visits: The number and regularity of kept appointments for well-baby care after the sample child has entered the day care program will be examined, based on records obtained from the child's regular health care sources.

3. Day Care Attendance Record: This consists of the following sub-indices (based on the day care agency's records):

a. Total number of days reported absent annually, (for whatever reason).

b. Average number of reported consecutive days absent.

c. Number of days absent for reported illness.

4. Safety Index: This consists of the following sub-indices (based on Naturalistic Observations by members of the Field Team):

a. Physical Safety Hazards: Field Team members record the physical safety hazards observed in the child's usual day care setting on the Physical Setting, Material, and Equipment Checklist.

b. Safety practices by Caregivers: Field Team members record the safety practices by the sample child's caregivers on the Core Supplement.

Area B (Child's Psychological Development)

Level I: For this level of data analysis, we have developed the Infant Day Care Environment Index. The data for the Index is obtained by members of the Field Team, on the basis of all-day naturalistic observations of each sample child in his usual day care setting at 6, 12, 18, and 24 months of age. Except for the 6-month observation cycle, which involves only the use of the first four instruments, the Index is based on the following eight measures: (1) CORE; (2) Supplement to Core; (3) Supplement to Food Record; (4) Physical Setting, Material, and Equipment Checklist; (5) Checklist of Teacher-Child Interaction: Learning; (6) Checklist of Teacher-Child Interaction: Control; (7) Checklist of Teacher-Child Language; and (8) Summary of Teacher's Behavior. These instruments were developed by our research team for the purpose of this study, and the scoring protocols and manuals have been submitted to Office of Child Development in previous progress reports.

For each of the above instruments, we have devised a weighting system for different categories of Caregiver behavior within an item which gives greater weight to behaviors which we believe to have greater value, in terms of facilitating optimal development in children, than behavioral categories with lower weights. For example, for the 18 to 36 month Cores, the Observers code the extent to which the Caregiver comforts or shows affection to the sample child (Column M, Comforts/Affection). The following weights were given to each category for this item: (1) Distress/Responds is given a weight of 3; (2) Distress/None or Negative Response is given a weight of 1; (3) No Distress/Gives Affection is given a weight of 4; and (4) No Distress/No Affection is given a weight of 2. That is, we give greater weight to Caregiver behaviors which are assumed to have greater value from a developmental point of view. Another example from CORE is necessary in order to make the weighting system clearer. Observers also code the control techniques used by the Caregiver with the sample child (Column N, Control Techniques). The following weights were given to each category: (1) Gives Reasons is given a weight of 5; (2) Praises, Rewards, Promises is given a weight of 4; (3) Asks, Tells is given a weight of 3; (4) Criticizes, Threatens, Screams: and (5) Physically Forces, Punishes, Spanks are both given a weight of 1; and (6) No Attempt to Control is given a weight of 2. We give greater value to positive than to negative techniques, and in this particular case we give greater value to no attempt to control than to the use of negative control techniques. More importantly, in comparing the weights for columns M and N, it is apparent that the weights in the second column have a greater range than those in the first. What we have done is to give weights to different categories within a column or item separately, making as many discussions as necessary in assigning value weights within a column. However, in order to compensate for different weight ranges for different columns or items, we are converting the weighted scores for each item to standard scores, in order to allow each item to contribute equally to the variance of the total Index. Furthermore, prior to combining the contributions of each instrument into the total Index score, a separate standard score will be computed for each instrument. The purpose of this procedure is to equalize each instrument's contribution to the variance of the total Index.

The weights were assigned to different categories within an item on an a priori basis by consensus of the senior members of the research team. This procedure was necessary in order to reflect qualitative differences in Caregiver behavior in the total Index score. In a sense, what we have done is to convert the categories within items to sub-scales with different weight ranges. By converting the weighted scores to standard weighted scores, we compensate for range differences among different items. This procedure not only deals with the problem of different weights within an instrument, such as CORE, but cuts across all eight instruments which make up the Infant Day Care Environment Index.

The Index is designed to provide a global measure of the quality of the child's experience or program input in the cognitive language and social personality areas. Higher Index scores reflect higher quality, in terms of environmental experience, in these areas. In addition to the Index, we are now in the process of developing a number of sub-scales which are listed under data analysis procedures for Level II.

Level II: The following variables or sub-scales, which will be derived from the same eight instruments mentioned above, are tentatively being considered for use at this level of data analysis:

1. Cognitive-Developmental Index

2. Language Index

3. Positive Social-Emotional Index

4. Negative Social-Emotional Index

5. Caregiver Emotionality Index (which reflects how much positive and negative affect Caregivers express to children).

6. Quantity of Control Index

7. Quality of Control Index

8. Physical Setting, Materials, and Equipment Index.

Once the items which go into each of the above scales are selected, we plan to appraise aspects of the construct validity of our scales by subjecting them to internal item analytic procedures, including factor analysis.

Area C (Family Development)

The procedures for analyzing program input for this area have not yet received the same attention as the other major areas discussed above. We plan to give this more attention in the Winter of 1975. We can, however, identify the following sources or instruments used in collecting this data: (1) The Caregiver Interviewer; and (2) The Family Interview.

Multiple Regression/Correlation Procedures

The major data analytic procedure which will be employed later in this study is Multiple Regression/Correlation (M.R.C.), employed as a general data analytic system as described by Cohen (1968),[1] Cohen & Cohen (in Press),[2] and others (Bottenberg & Ward, Overall, Jennings, etc.). This is a highly flexible, highly general procedure which incorporates as special cases the analysis of variance and the analysis of co-variance. It handles both qualitative and quantitive measures, both rectilinear and curvilinear relationships, both balanced and non-orthogonal designs, as well as interactions and missing data. It yields useful measures of effect size (various types of correlations and regression coefficients, proportion of variance), which are subject to statistical hypothesis testing and estimation, and statistical power analysis. Where statistical adjustment is required, it will be accomplished by the partialling which is inherent in MRC.

MRC is a complex analytic method. For descriptive purposes, we will report proportions, means and standard deviations as necessary. Since MRC may employ information in virtually any form as well as multiple variables, it is optimal for the type of complex field research we have undertaken.

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[1] J. Cohen, "Multiple Regression as a General Data-Analytic System", Psychological Bulletin, 1968, 70, 6, 426-443

[2] J. Cohen & P. Cohen, Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences, Lawrence Erlbaum Associates, in Press.

NEW YORK CITY INFANT DAY CARE STUDY

APPENDICES TO FINAL PROGRESS REPORT
OCD-CB-118
February 1, 1972 - October 31, 1974

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NEW YORK CITY INFANT DAY CARE STUDY

INPUT SECTION

FINAL PROGRESS REPORT
OCD-CB-118

February 1, 1972 - October 31, 1974

APPENDIX A

LIST OF COMMITTEE MEMBERS

January 16, 1975

NEW YORK CITY INFANT DAY CARE STUDY
MEDICAL AND HEALTH RESEARCH ASSOCIATION OF NEW YORK CITY, INC.
40 WORTH STREET, NEW YORK, N.Y. 10013
TELEPHONE: 433-6613

MARK GOLDEN, Ph. D.
Principal Investigator
LUCILLE ROSENBLUTH
Project Director
HAROLD FREEMAN, Jr.
Family Development Director

May 19, 1972

Dr. Thelma Zener
Health, Education and Welfare
Office of Child Development
Research and Evaluation Division
P.O. Box 1182
Washington, D.C. 20013

Dear Dr. Zener:

As I discussed with you on the telephone yesterday, the New York City Infant Day Care Study is facing a serious problem caused by a freeze in hiring of new session doctors in the City of New York. This is a problem to us, as the New York City Health Department is to cover the cost of the pediatricians who will be doing the medical examinations of the infants in our Study. It is expected that as soon as the freeze is lifted we would be able to look to the Health Department for continuing support of our pediatricians. As, however, it is impossible at the present time to predict the length of the current freeze, we are requesting that the Office of Child Development consider a supplement to our current grant No. OCD-CB-118 to cover our pediatric costs from June, 1972 through February, 1973. If the freeze is lifted before February 1st, the session pediatricians, who will be hired for this purpose, would then be transferred to the Health Department payroll and the unused portion of the supplement would become an unencumbered balance at the end of the grant year.

We anticipate the need to give medical examinations to (80) six-month old infants and (40) children at 18 months of age in our six-month and 18-month samples from now until February. This would mean that we would need funds to examine (120) children.

We are therefore requesting $3,500. (three thousand five hundred dollars) for (70) pediatric sessions at $50. per session. This is based on a pediatrician examining two children, completing the research protocols, and conferring with the director of the center, if necessary, in each session. As we are gathering our sample from (18) different groups and agencies throughout the three boroughs, we feel that this is a practical estimate. Ten additional sessions are budgeted for training and for possible re-visits. The Medical and Health Research Association of the New York City, Inc. has agreed to place these sessions in the consultant budget thereby not requiring overhead or fringe benefits costs.

The availability of the pediatric sessions during this period is crucial to our ability to utilize the Input data that has to be gathered in the Input section of our Study. The data about the health programs that each family day care program and each group day care center is delivering to the children is only of value if we can interpret it against the health of the child and the level of health care that the child is receiving under the program. This later information is to be obtained through the comprehensive pediatric examination. The detailed description of the method for obtaining developmental outcome in the health, nutrition and physical development sections is described on pages 17 through 19 of our project proposal. A copy of these pages is attached to this letter.

The cost of the Study chief pediatrician is being carried by the New York City Health Department. The Health Department is also in a position to obtain the 12-month blood tests and analyze all of the blood tests on sample population in their laboratory through their regular staff. The collection of attendance and health record data and the administration of the Bayley Motor Scales will be accomplished by the Infant Day Care research staff.

Additional source of funds is also urgently needed by the Study to cover unanticipated equipment needs.

It has become necessary to add (4) additional family day care programs and (4) new group day care centers to our Study to ensure an adequate sample size. We have budgeted in our original grant for funds to cover the cost of an infant scale, a toddler scale and an infant measuring board for each of the five family day care corporation offices and each of the five group day care centers in the Study. The (8) additional programs make it necessary for us to be able to purchase (8) additional infant scales at $50. a scale, (8) toddler scales at $65. a scale and (8) measuring boards at $19. each. A total of $1,072. will be needed to purchase the above equipment. We are therefore requesting that the Office of Child Development consider the possibility of expanding our equipment budget to this amount.

Additionally, the methodology that has been developed to cover the Input information would be greatly facilitated by the availability of tape-recorders for each of the two Early Childhood staff members in the Input grant to use when interviewing Directors and other day care personnel. The tape-recorders that we have located cost $70. a piece, requiring the addition to our equipment budget of $140.

In summary, we are requesting a total of $3,500. in consultant funds and $1,212. in equipment for a total supplementary grant of $4,712. (four thousand seven hundred and twelve dollars). I greatly appreciate your interest in our problem and would be delighted to give you any supplementary data that you may require in considering this matter.

Sincerely,

Lucille Rosenbluth

Lucille Rosenbluth
Project Director

LR:oh
encs.

cc: Audrey B. Livingston
Secretary-Treasurer
Medical & Health Research Association

V. METHOD FOR ASSESSING DEVELOPMENTAL OUTCOME

A. Health, Nutrition and Physical Development

Data will be collected through three basic approaches:

1. A series of clinical examinations.

2. Collection of laboratory data.

3. Review of medical, immunization and attendance records.

By performing these evaluations at specific intervals throughout the study, it will be possible to:

a. Assess the difference in health, physical and motor development between group and family day care children.

b. Assess the difference in health and development between children in day care and those who are cared for at home by their mothers.

c. Define the longitudinal course in children in day care from 6 months to 36 months of age. There is at this time no longitudinal study of an urban population of this age group. (Birch and Gussow 1971).

d. Assess the difference in attendance and illness patterns between centers and agencies within the two types of infant day care programs.

e. Assess the quality of the children's medical care by determining the incidence of treatable and untreatable conditions of childhood that were not detected by the usual source of medical care, and by reviewing immunization status.

Any significant, previously undetected condition will be reported to the agency or center director who will refer the child to its usual source of medical care. Records will be made of referrals initiated by the study staff so that statistical analysis can be corrected.

1. Clinical Examinations

a. Clinical pediatric physical examinations will be performed by project staff pediatricians of day care children at 6, 18 and 36 months. To ensure standardization of data, these clinical examinations are to be performed by qualified pediatricians using detailed protocols, without knowledge of prior history or findings. They will be reviewed by the project consultant pediatrician for completeness and quality control. The exams will stress physical growth, development and neurological status.

Study pediatricians will be used to obtain the data instead of relying on reports from regular source of medical care because experience has shown that the quality of medical care received by children in day care varies greatly. Much of it is provided by general practitioners who could not be expected to perform the expert pediatric assessments required for this study. Moreover, the multiplicity of practitioners providing such care would result in a lack of uniformity in both examination and data recording. In addition, a standard is needed against which to compare the level of health services delivered to children in in the study.

b. The measurement of growth parameters (i.e. height, weight and head circumference) will be performed at 3 month intervals. The measurements will be taken in a uniform manner by the child development worker (team para-professional) visiting the group centers and family day care agencies, using infant measuring boards, calibrated infant and toddler scales and standard tape measures. The measurements will define the longitudinal course in somatic growth and neurological development.

c. The Bayley Motor Scale will be administered at 6, 12, 18, and 27 months of age to assess children's motor development.

2. Laboratory Data

These tests will include the following screening procedures:

a. Urinanalyses will be performed by the project staff pediatrician at the time of physical examinations 6, 18 and 36 months, to reveal any proteinuria or urinary tract infection.

b. Blood tests will be performed at 6, 18 and 36 months by the project staff pediatrician as part of his examinations. The-tests performed at 12 months, ~~including a sickle cell screening test~~, will be performed by a New York City Department of Health physician. Serum vitamin and total protein blood levels have not been found to be reliable indicators of nutritional status and will not be performed.

The tests will include the following:

(1) Hemoglobin concentration and hematocrit determination will be performed at 6, 12, 18 and 36 months. This is the age when children are at risk for the development of iron deficiency anemia and our study includes a high risk population.

(2) A sickle cell screening test will be performed at the entrance pediatric examination of each child accepted into the study sample (6, 18 or 36 months).

(3) A serum lead determination will be performed at 18 and 36 months; the New York City Department of Health labs will perform the analysis. Additional determination of hemotologic status may be performed as determined by clinical judgment.

3. Review of Medical Records

a. Maternal and prenatal history including condition of child at birth, quality of pregnancy and post natal complications will be obtained from the hospital of delivery and recorded in uniform manner. Signed permission for obtaining the information will be obtained from the mother. The information is necessary to define the sample population for comparative purposes. The project pediatrician will categorize children in all the samples into "no risk" or "at risk" groups. Maternal height and weight will also be obtained from the records to be used to interpret the child's growth pattern.

b. The attendance, illness and absence patterns of both day care groups will be monitored at 3 month intervals. This will be performed by a child development worker visiting the center. The worker will review attendance sheets which have been modified to add reason for absence (illness or personal) and whether or not the child was seen by a physician. The number of illnesses and frequency of absences are an important indicator of child's health and of quality of care received. Similarly, the frequency of non medical absences may serve as an indicator of family stability and of family interest in infant day care.

c. The immunization and medical records and reports will also be reviewed at three month intervals. Though not a specific indicator of child health, immunizations are an indicator of health care received by the child. The immunization record will be compared to the standards recommended by the New York City Department of Health. The daily health care information reported at the center to the parents will be reviewed for any problems and their solutions noted.

d. Written summaries from the usual sources of medical care of the study group infants will be requested every six months. This information will serve as a comparison between both day care groups in the following areas: availability and source of medical care, documentation of specific illnesses, emergency room visits, utilization patterns, broken appointments and frequency of hospitalizations and well baby visits.

New York City Infant Day Care Study

POLICY COMMITTEE MEMBERS

ALWON, Mr. George	Director Park Slope Family Day Care 370 9th Street Brooklyn, New York 11215	788-7803
ARLINE, Miss Catherine (Alternate)	Vice Chairman of the Board Community Sponsors (Young Mothers) 27 Mc Donough Street Brooklyn, New York 11216	636-2567
BAUTISTA, Miss Beatriz	Educational Director Pacific Community Child Development Center 2023 Pacific Street Brooklyn, New York 11233	756-1720
BUITRON, Mr. Jaime	Director Cardinal McCloskey School Family Day Care 349 East 149th Street Bronx, New York 10451	993-7701
CHERRY, Mrs. Helen	Infant Care Director Friends of Crown Heights Day Care Center 36 Ford Street Brooklyn, New York 11213	467-1400
CLENDENING, Mr. E. Glenn	Family Day Care Coordinator Wake-Eden Day Care Center 4035 White Plains Road Bronx, New York 10466	231-7397
COLLINS, Dr. Charles	Research Director Community Sponsors (Young Mothers) 27 McDonough Street Brooklyn, New York 11216	636-8290
DAVIS, Ms. Zadie	Director Tabernacle Day Care Center 34-52 Koscuisko Street Brooklyn, New York 11205	638-1613
DREHER, Mrs. Lucille	Director Youth Village Family Day Care 1171 Boston Road Bronx, New York 10456	323-2515

FERRER, Miss Rosita	Director Parents Child Center of Hunts Point 630 Jackson Avenue Bronx, New York 10455	993-3000 Ext. 205
FREEMAN, Harold, Jr.	Family Development Director New York City Infant Day Care Study 40 Worth Street New York, New York 10013	433-6613/14/15
GARCIA, Mr. Pablo	Director University Settlement Family Day Care 46 Delancy Street New York, New York 10002	533-2150
GEOGHAN, Miss Anna	Director Talbot Perkins Children's Service 147 Remsen Street Brooklyn, New York 11201	855-9588 Ext. 3
GINSBERG, Mrs. Edith	Chief, Division of Day Care Day Camp & Institutions Bureau of Child Health 350 Broadway New York, N.Y. 10013	566-6146
GOLDEN, MARK, Ph.D.	Principal Investigator New York City Infant Day Care Study 40 Worth Street New York, N. Y. 10013	433-6613/14/15
GOLDEN, Miss May	Director United Organization of Suffolk Street Day Care Center 255 East Houston Street New York, New York 10002	677-3550
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GRAZIANO, Miss Ann	Director M.F.Y. Group Child Care Center, Inc, 108 Avenue D. New York, N. Y. 10009	533-2450

GROSSI, Margaret T., M.D.	Director Bureau of Child Health Department of Health 125 Worth Street - Room 342 New York, N. Y. 10013	566-7080
HAGAN, Miss Helen	Director Institutional Services Seton Day Care Center 1175 Third Avenue New York, N. Y. 10021	879-2200
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HOBBS, Rev. Henry	Family Coordinator Westchester-Tremont Day Care Center, Inc. 2547 West Tremont Avenue Bronx, New York 10456	824-7390
HOROWITZ, Mrs. Clara	Administrator Jewish Child Care Association of New York 345 Madison Avenue New York, N. Y.	689-7900 Ext. 31
HORTON, Mrs. Mary	Family Day Care Coordinator Bedford Avenue Group/Family Day Care Center 40 Brevoort Place Brooklyn, New York 11216	636-9192
JACKSON, Mrs. Mary	Director Family Day Care Agency for Child Development 240 Church Street - Room 211 New York, N. Y. 10013	553-6468
JACKSON, Rev. Ulysses	Director Church on the Hill Family Day Care 2005 Amsterdam Avenue New York, N. Y. 10032	928-2324
JOHNSON, Mrs. Catherine	Executive President-Board of Directors Richmond Early Learning Center 159 Broadway Staten Island, New York 1010	727-6660

JORN, Mrs. Minerva Golden	Coordinator Infant Group Day Care Program Department of Health 125 Worth Street - Room 219 New York, New York 10013	566-0807
KENNEDY, Miss Florence	Senior Educational Consultant Group Day Care Agency for Child Development 240 Church Street - Room 111 New York, New York 10013	553-6418
KING, Ms. Dorothy	Infant Director Jamaica NAACP Montauk Day Care Center (Infants) 118-57 Montauk Street St. Albans, Queens, N. Y. 11412	527-2553
LARGE, Ms. Sally	Coordinator of Family Day Care Hudson Guild Family Day Care 441 West 26th Street New York, N. Y. 10001	524-6700 Ext.
LITTLE, Mrs. Mary	Director Community Development, Inc. 58 West 89th Street New York, N. Y. 10025	799-6411
MANLUNAS-COADY, Ms. Marie	Infant Director Richmond Early Learning Center 159 Broadway Staten Island, New York 10310	727-6660
MANN, Mrs. Nina	Director Riverside Church Infant Day Care Center 490 Riverside Drive New York, N. Y. 10027	749-6838
MARBURY, Mrs. Bobbie	Director Community Life Family Day Care 15 Mt. Morris Park West New York, N. Y. 10027	427-6313
MASSENBERG, Mr. Roman	Chairman of the Program Committee Jamaica NAACP Montauk Day Care Center 118-49 Montauk Street St. Albans, Queens, N.Y. 11412	527-2553
MATTHEWS, Miss Caroline	Family Counselor Bedford Avenue Group/Family Day Care Center 40 Brevoort Place Brooklyn, New York 11216	636-9192 636-9229

MOWITZ, Miss Evelyn	Associate Director Windham Child Care Agency 1 Park Avenue New York, New York 10016	889-5600
O'HARE, Donna, M.D.	Co-Investigator N.Y.C. Infant Day Care Study Assistant Commissioner Maternal and Child Health Services 125 Worth Street New York, New York 10013	566-8130
RANDALL, Mrs. Angela E.	Director Hunt's Point Multi-Service Family Day Care 630 Jackson Avenue Bronx, New York 10455	993-3000
ROSENBLUTH, Mrs. Lucille	Project Director N.Y.C. Infant Day Care STudy 40 Worth Street New York, New York 10013	433-6613/14/15
RUBIN, Mrs. Alice	Assistant Commissioner Agency for Child Development Human Resources Administration 240 Church Street - Room 208 New York, New York 10013	553-6486
SCATLIFFE, Mrs. Angelica	Director Morrisania Family Day Care Center 1179 Boston Road Bronx, New York 10456	378-6201
SOCOLAR, Mrs. Ethel	Senior Social Worker New York Foundling Hospital Family Day Care Program 1175 Third Avenue New York, New York 10021	879-2200
SPICER, Mr. Thomas	Chairman of the Board Pacific Community Child Development Center 2023 Pacific Street Brooklyn, New York 11233	452-3669
TRINANES, Mrs. Hortense	Director East Harlem Family Day Care 2277 First Avenue New York, New York 10035	876-7581/2

VALERIO, Mr. Juan	Board's Representative United Organization of Suffolk Street Day Care Center, Inc. 43 Clinton Street New York, New York 10002	677-3550
VAN ZANDT, Mrs. Elsie	Executive Director Children's Health Service 690 Amsterdam Avenue New York, New York 10025	724-4501
WHALEY, Mrs. Betti S.	Co-Investigator N.Y.C. Infant Day Care Study Commissioner Agency for Child Development 240 Church Street, Room 310 New York, New York 10013	553-6524
WILSON, Mrs. Atlee	Director Willoughby Careers Day Care Center 142 Duffield Street Brooklyn, New York 11201	875-5223
ZANNIKOS, Ms. Gloria	Director Clinton Child Care 358 West 44th Street New York, New York 10036	765-2080

August 19, 1974

NEW YORK CITY INFANT DAY CARE STUDY

INPUT COMMITTEE MEMBERS

BARNES, Miss Elinor	Public Health Nurse Consultant Bureau of Nursing New York City Department of Health 377 Broadway New York, New York 10013	566-7061
COWELL, Miss Catherine	Director Bureau of Nursing New York City Department of Health 93 Worth Street - Room 714 New York, New York 10013	566-6023
DAWSON, Mrs. Barbara	Senior Early Childhood Educator New York City Infant Day Care Study 40 Worth Street New York, New York 10013	433-6613-14-15
GINSBERG, Mrs. Edith Clute	Chief Division of Day Care New York City Department of Health 350 Broadway New York, New York 10013	566-6146-7
GOLDEN, Mark, Ph.D.	Principal Investigator New York City Infant Day Care Study 40 Worth Street New York, New York 10013	433-6613-14-15
GROSSI, Dr. Margaret	Director Bureau of Child Health New York City Department of Health 125 Worth Street New York, New York 10013	566-7080
JACKSON, Mrs. Mary	Director Family Day Care 240 Church Street - Room 211 New York, New York 10013	553-6468
JONES, Mrs. Anne	Senior Early Childhood Education Consultant Agency for Child Development 240 Church Street - Room 213 New York, New York 10013	553-6465
JORN, Mrs. Minerva Golden	Coordinator Infant Group Day Care Program New York City Health Department 125 Worth Street - Room 219 New York, New York 10013	566-0807

KENNEDY, Miss Florence	Principal Consultant Early Childhood Education Group Day Care 240 Church Street New York, New York 10013	553-6418
LEVENBACK, Mrs. Hedi	Consultant in Early Childhood Education Division of Day Care New York City Department of Health 350 Broadway - 4th Floor New York, New York 10013	566-6150
MOORE, Mrs. Ronnie	Technical Review Program Specialist Family Day Care 240 Church Street New York, New York 10013	553-6484
PERSKY, Dr. Blanche	45 Tennis Court Brooklyn, New York 11226	598-2994/5
ROSENBLUTH, Mrs. Lucille	Project Director New York City Infant Day Care Study 40 Worth Street New York, New York 10013	433-6613/14/1
RUBIN, Mrs. Alice (As of 4/74)	Assistant Commissioner Agency for Child Development Human Resources Administration 240 Church Street - Room 208 New York, New York 10013	553-6486
SHAPIRO, Dr. Edna	Bank Street College of Education 610 West 112th Street New York, New York 10025	663-7200
VERNON, Miss Elizabeth (To 4/74)	Assistant Commissioner Agency for Child Development Human Resources Administration 240 Church Street - Room 208 New York, New York 10013	553-6486
ZORN, Professor Vera	New York University 80 Washington Square East - Room 66 New York, New York 10012	598-2719

NEW YORK CITY INFANT DAY CARE STUDY

INPUT SECTION

FINAL PROGRESS REPORT
OCD-CB-118

February 1, 1972 - October 31, 1975

APPENDIX B

FIELD PROCEDURES - FORMS AND MANUALS

January 16, 1975

New York City Infant Day Care Study

TIME LINE

CHILD'S NAME		CHILD'S I.D. NO.
DATE OF OBSERVATION	OBSERVATION CYCLE 0	OBSERVER'S INITIALS

INSTRUCTIONS: Record times of following events to nearest 5 minutes, on basis of observations and information obtained from the teacher.

I. OBSERVER

a. Arrival time: ______

b. Departure time: ______

II. CHILD

a. Arrival time: ______

b. Anticipated Departure time: ______

c. Naps

Morning

Begins: ______ Ends: ______

Afternoon

Begins: ______ Ends: ______

d. Noon Meal

Begins: ______ Ends: ______

e. Outside Center or Home

Morning

Leaves: ______ Returns: ______ Purpose: ______

Afternoon

Leaves: ______ Returns: ______ Purpose: ______

The following completed protocols are attached:

- ☐ 2 AM Cores and Core Supplements
- ☐ Noon Meal Core and Core Supplement
- ☐ 2 PM Cores and Core Supplements
- ☐ Food Record and Supplement
- ☐ Physical Setting Checklist
- ☐ Caregiver Interview (Family Day Care Only)

If set is incomplete, explain ______

12/73

New York City Infant Day Care Study

TIME LINE

CHILD'S NAME		CHILD'S I.D. NO.
DATE OF OBSERVATION	OBSERVATION CYCLE 1	OBSERVER'S INITIALS

INSTRUCTIONS: Record times of following events to nearest 5 minutes, on basis of observations and information obtained from the teacher.

I. OBSERVER

a. Arrival time: ______

b. Departure time: ______

II. CHILD

a. Arrival time: ______

b. Anticipated Departure time: ______

c. Naps

Morning

Begins: ______ Ends: ______

Afternoon

Begins: ______ Ends: ______

d. Noon Meal

Begins: ______ Ends: ______

e. Outside Center or Home

Morning

Leaves: ______ Returns: ______ Purpose: ______

Afternoon

Leaves: ______ Returns: ______ Purpose: ______

The following completed protocols are attached:

☐ 2 AM Cores and Core Supplements
☐ Noon Meal Core and Core Supplement
☐ 2 PM Cores and Core Supplements
☐ Summary of Teacher Child Behavior

☐ Food Record and Supplement
☐ Physical Setting Checklist
No. of Learning Language Checklists ______ No. of Control Checklists ______

If set is incomplete, explain ______

______

12-73

New York City Infant Day Care Study

TIME LINE

CHILD'S NAME		CHILD'S I.D. NO.
DATE OF OBSERVATION	OBSERVATION CYCLE 2	OBSERVER'S INITIALS

INSTRUCTIONS: Record times of following events to nearest 5 minutes, on basis of observations and information obtained from the teacher.

I. OBSERVER

a. Arrival time: __________

b. Departure time: __________

II. CHILD

a. Arrival time: __________

b. Anticipated Departure time: __________

c. Naps

Morning

Begins: ________ Ends: ________

Afternoon

Begins: ________ Ends: ________

d. Noon Meal

Begins: ________ Ends: ________

e. Outside Center or Home

Morning

Leaves: ________ Returns: ________ Purpose: ____________________

Afternoon

Leaves: ________ Returns: ________ Purpose: ____________________

The following completed protocols are attached:

☐ 2 AM Cores and Core Supplements
☐ Noon Meal Core and Core Supplement
☐ 2 PM Cores and Core Supplements
☐ Summary of Teacher Child Behavior

☐ Food Record and Supplement
☐ Physical Setting Checklist
No. of Learning Language Checklists ________ No. of Control Checklists ________
☐ Caregiver Interview (Family Day Care Only)

If set is incomplete, **explain** ______________________________

12/73

New York City Infant Day Care Study

TIME LINE

CHILD'S NAME		CHILD'S I.D. NO.
DATE OF OBSERVATION	OBSERVATION CYCLE 3	OBSERVER'S INITIALS

INSTRUCTIONS: Record times of following events to **nearest 5 minutes**, on basis of **observations and information** obtained from the teacher.

I. OBSERVER

a. Arrival time: ______

b. Departure time: ______

II. CHILD

a. Arrival time: ______

b. Anticipated Departure time: ______

c. Naps

Morning

Begins: ______ Ends: ______

Afternoon

Begins: ______ Ends: ______

d. Noon Meal

Begins: ______ Ends: ______

e. Outside Center or Home

Morning

Leaves: ______ Returns: ______ Purpose: ______

Afternoon

Leaves: ______ Returns: ______ Purpose: ______

The following completed protocols are attached:

- ☐ 2 AM Cores and Core Supplements
- ☐ Noon Meal Core and Core Supplement
- ☐ 2 PM Cores and Core Supplements
- ☐ Summary of Teacher Child Behavior

- ☐ Food Record and Supplement
- ☐ Physical Setting Checklist

No. of Learning Language Checklists ______ No. of Control Checklists ______

If set is incomplete, **explain** ______

______

12 73

New York City Infant Day Care Study
TIME LINE

CHILD'S NAME		CHILD'S I.D. NO.
DATE OF OBSERVATION	OBSERVATION CYCLE 4	OBSERVER'S INITIALS

INSTRUCTIONS: Record times of following events to nearest 5 minutes, on basis of observations and information obtained from the teacher.

I. OBSERVER

a. Arrival time: ____________

b. Departure time: ____________

II. CHILD

a. Arrival time: ____________

b. Anticipated Departure time: ____________

c. Naps

Morning

Begins: ________ Ends: ________

Afternoon

Begins: ________ Ends: ________

d. Noon Meal

Begins: ________ Ends: ________

e. Outside Center or Home

Morning

Leaves: ________ Returns: ________ Purpose: ____________________

Afternoon

Leaves: ________ Returns: ________ Purpose: ____________________

The following completed protocols are attached:

☐ 2 AM Cores and Core Supplements
☐ Noon Meal Core and Core Supplement
☐ 2 PM Cores and Core Supplements
☐ Summary of Teacher/Child Behavior
☐ Food Record and Supplement
☐ Physical Setting Checklist
No. of Learning/Language Checklists ________ No. of Control Checklists ________

If set is incomplete, explain ____________________

____

5/74

July 27, 1973

NEW YORK CITY INFANT DAY CARE STUDY

Time Line -- Procedures for Completing

As indicated on the Time Line form, the Observer is to record the times of the listed events to the nearest five (5) minutes. Some of the information can be directly observed: the remaining data should be obtained from the teacher. A checklist is provided at the bottom of the form for indicating which of the required field procedures have been collected during the day. Add the Summary of Teacher and Child Behavior to those Time Lines that do not list it. The Time Line should be attached to the completed protocols and returned to the data control desk. Completion of the protocol checklist is essential, since this will be used to cue the field supervisor to those cases that may require a second visit by the Observer due to missing data. Use the pre-coded Time Line appropriate to the age of the child observed.

While reliability data is being collected on some of our procedures, the Observer who has primary responsibility for a particular sample child will use the exponent (1) beside her initials. This is a temporary procedure and will be discontinued once this development phase of the study has ended.

In the event that a second visit is necessary, the following procedures are to be adhered to:

1. Broken days (i.e., two visits yielding one completed set of protocols) are to be explained in the Comment section at the bottom of the Time Line form. The two dates of the visits must be recorded, as well as the reason for the second visit.

2. The child's longest day, provided that there is a conflict between the duration of the child's stay on the two days, is the one that should be recorded on the Time Line.

3. If another visit is required to pick up the missing Cores, an attempt should be made to pick up additional Learning and Control Interactions as well if these were not completed during the first visit.

4. If two A.M. or P.M. Cores can be collected on the date of the return visit, discard the one collected on the previous visit in favor of the two. If, however, the Observer is unable to get the two Cores serially on the second day, pair the later A.M. or P.M. Core with its earlier time-appropriate counterpart.

MB:oh

New York City Infant Day Care Study

CORE OBSERVATION

CHILD'S NAME

CHILD'S ID NO. (1–6)

PROGRAM

CORE TIME

OBSERVATION CYCLE (7)

DATE OF OBSERVATION (9–14)

OBSERVER'S INITIALS

☐ AM ☐ PM ☐ NOON MEAL (8)

	A	B	C	D	E	F	G	H	I	J	K	L	M	* N	O	P	
CODE	CHILD LOCATION	CHILD AFFECT	CHILD ACTIVITY	OBJECTS USED	CHILD VOCAL	SOCIAL INTER-ACTION	WHO	WHICH TEACHER	SITUA-TION	INDEP. SLF.HLP. SKILLS	DIRECT TEACH. ACT.	NON DIDACTIC ACT.	COMF. AFF.	CONT. TECH.	TEACHER AFFECT	VERBAL TO CHILD	CODE
1	Floor	Happy	Social	Commercial Play Mat.	Intelligible Speech	Yes	Teach-1-to-1	T–1	Feed	Encour. ♦♦♦	Lang. Skills/Con	Reads/ Tells Stories	Dist/ Resp.	Gives Reasons	Pos.	Yes	1
2	Crib/Pen	Unhappy	Fine Motor	Improvised Play Mat.	Unintel. Speech Babbling	No ♦	Teach Group	T–2	Toilet	Discour.	Abstract Inform.	Converses	Dist./No or Neg. Resp.	Praises Rewards, Prom.	Neg.	No	2
3	High Chair Feeding Table	Neutral	Gross Motor	Other Objects	Inaudible		Other Adult ♦♦	T–3	Clean	T does it	Soc. Rules, limits	Plays, Partic	No Dist/ Gives Aff.	Asks/ Tells	Neutral		3
4	Held	Happy/ Unhappy	Visual/ Auditory	None	None		Child(s) ♦♦	T–4	Dress	C does it	Teaching Games, Rules	Sings, Dances/ Plays Mus.	No Dist./ No Aff.	Criticizes, Threat, Screams	Pos./ Neg.		4
5	Other		Vocal	Comm./ Improv.			Pets ♦♦	T–5	Non-Rout	None of Above	Express-ive skills	None of Above		Phy. forces Pun, spanks			5
6	Held + Any Code		Pass/non Goal				Observer ♦♦	T–6		Encour./ Discour.	Self Help			No Attempt to Control			6
7								T–7			Fine Motor						7
8								T–8			Gross Motor						8
9								T–9			None						9
1																	
2																	
3																	
4																	
5																	
6																	
7																	
(77)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	

(75) ____ (76) ____ (78) ____ (80) 1

♦ If F-2 STOP coding at Column F

♦♦ If G-3, 4, 5 or 6 STOP coding at Column G

♦♦♦ If J-1 Code K6

* Multi Code

11/74

New York Infant Day Care Study
SUPPLEMENTARY INFORMATION FOR CORE

CHILD'S NAME				CHILD'S ID NO. (1-6)
DATE OF OBSERVATION	OBSERVATION CYCLE (7)	CORE TIME	☐ AM ☐ PM ☐ NOON MEAL (9)	OBSERVER'S INITIALS

A. TEACHER CHILD RATIO

1. Number of children in room ______
2. Number of children who are awake ______
3. Number of teachers or care-taking adults ______

______(10-12)

B. TEACHER'S RESPONSE TO POTENTIAL DANGER TO CHILDREN

1. **Potential Danger**
   - a) ☐ There is no potential danger
   - b) ☐ Child playing with small inedible objects, which he may swallow
   - c) ☐ Child playing with dangerous objects (e.g., hot stove, knife, wall-outlet, broken or sharp edge toy.)
   - d) ☐ Child left unattended in high place (e.g., on table while being diapered, or sofa, in case of infants.)
   - e) ☐ Other potential danger or hazard

   If any, describe ______

______(13)

2. **Teacher's Response to Potential Danger**
   - a) ☐ No danger
   - b) ☐ Intervenes
   - c) ☐ Does not intervene

______(14)

C. LANGUAGE USED BY TEACHER WITH CHILD

1. ☐ English only
2. ☐ Spanish only
3. ☐ English and Spanish
4. ☐ No language used

______(15)

D. UNUSUAL CONDITIONS WHICH MAY INVALIDATE OBSERVATIONS

1. ☐ Yes ☐ No

If yes, describe ______

______(16)

E. UNUSUAL OR PECULIAR BEHAVIOR BY CHILD

1. ☐ Yes ☐ No

If yes, describe ______

______(17)

F. UNUSUAL OR PECULIAR BEHAVIOR BY TEACHER

1. ☐ Yes ☐ No

If yes, describe ______

______(18)

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______(75) ___2___80

SUPPLEMENTARY INFORMATION FOR CORE –24 MONTHS ONLY

CHILD'S NAME				CHILD'S ID NO. (1-6)
DATE OF OBSERVATION	OBSERVATION CYCLE 3 (7)	CORE TIME	☐ AM ☐ PM ☐ NOON MEAL (9)	OBSERVER'S INITIALS

A. TEACHER CHILD RATIO

1. Number of children in room ______
2. Number of children who are awake ______
3. Number of teachers or care-taking adults ______

______(10–12)

B. TEACHER'S RESPONSE TO POTENTIAL DANGER TO CHILDREN

1. **Potential Danger**
   - a) ☐ There is no potential danger
   - b) ☐ Child playing with small inedible objects, which he may swallow
   - c) ☐ Child playing with dangerous objects (e.g., hot stove, knife, wall-outlet, broken or sharp edge toy.)
   - d) ☐ Child left unattended in high place (e.g., on table while being diapered, or sofa, in case of infants.)
   - e) ☐ Other potential danger or hazard
     If any, describe ______

______(13)

2. **Teacher's Response to Potential Danger**
   - a) ☐ No danger
   - b) ☐ Intervenes
   - c) ☐ Does not intervene

______(14)

C. LANGUAGE USED BY TEACHER WITH CHILD

1. ☐ English only
2. ☐ Spanish only
3. ☐ English and Spanish
4. ☐ No language used

______(15)

D. UNUSUAL CONDITIONS WHICH MAY INVALIDATE OBSERVATIONS

1. ☐ Yes ☐ No
   If yes, describe ______

______(16)

E. UNUSUAL OR PECULIAR BEHAVIOR BY CHILD

1. ☐ Yes ☐ No
   If yes, describe ______

______(17)

F. UNUSUAL OR PECULIAR BEHAVIOR BY TEACHER

1. ☐ Yes ☐ No
   If yes, describe ______

______(18)

G. LANGUAGE USED BY CHILD

1. ☐ English only
2. ☐ Spanish only
3. ☐ English and Spanish
4. ☐ Other
5. ☐ No language used

______(19)

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______(75) __2__ 80

July 18, 1973

NEW YORK CITY INFANT DAY CARE STUDY

CORE RELIABILITY STUDY

In order to statistically assess the degree of inter-observer reliability for CORE, the following study was undertaken. Sixty pairs of independent ratings on the same children were obtained, by pairing our field team of four members in all combinations of two. Since there were four observers, and therefore six possible pairing combinations, each team jointly observed 10 children. The following formal statistical comparisons were computed.

Table 1 presents the Kappa coefficients for each of the 16 rating scales comprising CORE. Kappa is a coefficient of agreement corrected for chance for independently-evaluated nominal scale ratings. Its upper limit is 1; its lower limit varies from case to case as a function of the number of available categories, but is always less than zero. As can be seen from the tabled values, the rate of agreement among independent raters observing the same behavior is quite high.

Reliability data more appropriate to the usage of CORE is presented in Table 2. Intraclass correlation coefficients have been computed between the frequencies of each behavior observed by the two raters over an entire day (i.e., 5 CORE observations). These figures reflect the non-standardized correlations between ratings of two independent raters in overall cell counts, the relevant unit of study, rather than single observations. As with Kappa, the upper limit of the intraclass correlation coefficient is 1; the lower limit is a function of the number of observations per cell (e.g., child), but is always less than zero. Most of the tabled values fall well within the bounds of adequate reliability. The few notable exceptions (cells E 3, J 2 and K 2) may be attributed to small discrepancies greatly magnified by very low total cell counts. The overall conclusion that may be drawn from both Tables 1 and 2 is that CORE is a highly reliable observation scale, at least in terms of inter-rater agreement on both individual summed scores.

Table 1

CORE Interrater Agreement

CORE Item	Kappa*
A	.882
B	.873
C	.927
D	.872
E	.864
F	.985
G	.731
H	.854
I	.921
J	.866
K	.870
L	.820
M	.869
N	.766
O	.832
P	.926

Table 2

Summary Table of CORE Reliability

Item	Column	Cell	Intraclass correlation coefficient
Child Location	A	1	.993
		2	.937
		3	.980
		4	.983
		5	.962
Child Affect	B	1	.966
		2	.977
		3	.958
Child Activity	C	1	.968
		2	.977
		3	.963
		4	.983
		5	.892
		6	.992
Objects Used	D	1	.975
		2	.766
		3	.924
		4	.971
Child Vocal	E	1	.983
		2	.953
		3	.569
		4	.973
Scl. Interaction	F	1	.991
		2	.995
Who	G	1	.997
		2	.934
		3	.976
		4	.987
		5	----
Which Teacher	H	1	.977
		2	.941
		3	.938
		4	.993
		5	.984
		6	.999
		7	.918
		8	.988
		9	----

Table 2 (Continued)

Summary Table of CORE Reliability

Item	Column	Cell	Intraclass correlation coefficient
Situation	I	1	.989
		2	.991
		3	.969
		4	.877
		5	.988
Independent Self Help Skills	J	1	.935
		2	.386
		3	.983
		4	.911
		5	.988
Direct Teaching Action	K	1	.920
		2	.637
		3	.866
		4	.918
		5	.885
		6	.812
		7	.984
		8	.855
		9	.995
Non-Didacti Action	L	1	.984
		2	.938
		3	.974
		4	.692
		5	.983
Comf. Aff.	M	1	.994
		2	.984
		3	.783
		4	.987
Control Techniques	N	1	.944
		2	.926
		3	.907
		4	.937
		5	.845
		6	.972
Teacher Affect	O	1	.919
		2	.984
		3	.972
Verbal to Child	P	1	.987
		2	.965

July 13, 1973

CORE
Coding Manual

Introduction

Direct naturalistic observations of the behavior of the child and his caretaker(s) or teacher(s) will be made in the child's own day care setting (classroom or family day care home) when the child is 6, 12, 18, 27 and 36 months of age.

Several different methods will be used to code naturalistic observations, with somewhat different purposes. The principle method, which we refer to as CORE (for "core" observations), involves a time-sampling technique, in which 30 seconds of observation is paired with 60 seconds for coding various aspects of the child's and teacher's behavior.

The Observer will spend one entire day in each child's classroom or family day care home, at each of the above ages, from approximately 9:30 A.M. until 4 P.M.

CORE observations will be made only when the child is awake and in his classroom or family day care home. That is, for practical reasons, CORE observations will not be made when the child is taken outside to play, shopping, or visiting outside the home.

CORE samples will be obtained in the morning, in the afternoon, and during the noon (or main) meal of the day. A morning or afternoon CORE sample consists of 7 consecutive observation-coding units, which requires 10½ minutes to complete. A noon meal CORE sample will be obtained, starting when food is first presented to the child.

We would like to obtain 2 CORE samples in the morning and 2 in the afternoon, excluding the noon meal. If the Observer is unable to complete 2 CORE samples for a particular half day, he will return at the same time on another occasion and obtain 2 additional CORE samples.

In order to prevent Observer bias, in terms of when CORE observations are made, CORE samples (with the exception of the noon meal) should be obtained only at the following specified times:

The morning CORE samples should be started only at 10, 10:30, 11, and 11:30.

The afternoon CORE samples should be started only at 1, 1:30, 2, 2:30, 3, 3:30 and 4. (More CORE starting times are necessary in the afternoon because of the greater likelihood of children being asleep or taken outside after lunch).

There are also more CORE starting times than the number of required CORE samples for the following reasons: If the child is asleep or out of the classroom or family day care home during any of the scheduled CORE sample periods, that period is skipped or discarded. For example, if he is asleep at 1 o'clock, but wakes up at 1:05, the 1 P.M. CORE sample is skipped. Or if the child is awake at 1 o'clock, but falls asleep or is taken out of the classroom or family day care home at 1:05, before the 7 observation-coding units have been completed, that CORE sample is discarded.

In Family Day Care homes, in pullman-type apartments, with long narrow corridors, it may be difficult to follow children from one room to another. We dont want to make children self-conscious by following them too closely. Therefore, if the child goes into another room during a thirty second CORE observation period, discontinue until the child returns to the room. If he does not return in two minutes, casually enter the new room he is in and resume CORE observations. E.g. during the fifth observation-coding unit the child has left the room at the end of ten seconds. Do not code the ten seconds, but wait until the child returns or at the end of two minutes go to the room where the child is, and start the fifth thirty second observation period again, and continue until the seven units for that CORE sample have been completed.

The number of CORE samples obtained in each half day is 2, at which point the Observer stops collecting CORE data for that half day. For example, if the Observer has been able to complete the 10 and 10:30 CORE samples, the Observer stops collecting CORE data at this point, i.e., the 11, 11:30 period are omitted. The same would be true for the afternoon. Once 2 CORE samples have been completed, no further CORE samples are obtained.

For purposes of coding Core, A.M. is defined as from 10 A.M. to 12 noon; P.M. is defined as from 12 noon to 4 P.M.

The Noon Meal Core is based on observations during the sample child's main midday meal whenever it occurs, which in most cases is likely to be somewhere between 11 A.M. and 1 P.M. If the midday meal is presented earlier than 12 noon or after 1 P.M., the Observers should do a Noon Meal Core rather than an A.M. or P.M. Core.

The Noon Meal Core observations should start when the main part of the midday meal is presented to the sample child, and he is able to begin to eat it. This excludes a bottle or bread preceding the main course, which is sometimes presented to children to tide them over, while the teacher prepares the main part of the meal or she feeds another child. The child must be capable of eating the food presented to him, before the Observer starts coding.

E.g. in the case of a 6-month old, if the teacher places an open jar of baby food with a spoon in it in front of the baby, but then spends another few minutes doing something else before she feeds the child, since a 6-month old is usually incapable of feeding himself under these conditions, do not start the Noon Meal Core until the teacher actually starts to feed the child. On the other hand, in the case of an older child, who can feed himself, start Core the moment the food is placed before the child in a form in which he can eat it (e.g. meat should be cut up).

The Observer takes a lunch break in the early afternoon, when the child takes his afternoon nap or is taken outside.

Coding System

CORE deals with 16 different aspects of the child's and teacher's behavior, which are coded in columns A through P. Columns A through F focus on the child's behavior and are coded whether the child is interacting with another person or not. If the child is not interacting with another person, the Observer stops coding at Column F.

Columns G through P focus on the child's social interactions, with particular emphasis on the teacher's behavior. If the child is interacting with other non-caretaking adults (G-3), peers (G-4), pets (G-5), or the Observer (G-6) stop coding at Column G.

Each column includes several different coding alternatives. Multiple coding will be used within a column, with some important exceptions, which will be discussed later for each column. If during the same 30-second observation period more than one bahavior (or situation) has been observed within the same column, the Observer codes every behavior pattern observed. For example, if during the same 30-second observation period a child has been removed from the floor (A-1), and placed in a play pen (A-2), the Observer codes A-1, A-2, and A-4 (Held), since the child was observed in all of these locations during the same 30-second observation period. Or, for example, the child may be playing happily, smiling and laughing (B-1), falls and begins to cry (B-2) during the same 30-second observation period. The Observer codes both B-1 and B-2.

Child's Behavior

Columns A through F focus on the child's behavior, and are coded whether the child is interacting with another person or not. If there is no Social Interaction (F-2, No), the Observer stops coding at Column F.

A. Location

This pertains to the child's location(s) during the 30-second observation period. They are defined in terms of how much freedom the child has to locomote in space. Code all locations observed during the same 30-second observation period, with the exception of A-5, Other. If A-1 through A-4 can be coded, do not code A-5 which is coded only if A-1 through A-4 cannot be coded.

1. Floor

The child is on the floor and completely free to locomote in space.

Examples:

a. If the child is placed on the floor, but remains in one place, Code A-1, as long as his freedom to locomote in space is not restricted.

b. If the child is not actually on the floor, but completely free to locomote in space (e.g., while riding a tricycle or playing on a slide), code A-1.

c. Code A-1 (Floor) if an older child is seated on a chair, sofa, bed, or toilet and is able to get onto the floor by himself. In other words, even though the child is not actually on the floor, he can get onto the floor if he wants to, i.e. his freedom to locomote in space is not restricted. On the other hand, in the case of a 6 or 12 month baby, who cannot get onto the floor himself from a chair, sofa, bed etc., code A-5 (Other).

Exclusions:

a. If the child is being dressed or diapered on the floor, and his freedom of movement is retricted by the teacher, code A-5 (other) and not A-1.

b. If the child is on the floor, but is being embraced or held by the teacher, code A-4, Held, and not A-1, Floor. On the other hand, if the child in on the floor and the teacher restrains him while she is dressing him, code A-5, Other. In the first case the child is being Held, even though he is on the floor. In the second example, he is on the floor, but not free to move around, and the holding is merely the teacher's way of restraining the child, while she dresses him.

2. Crib/Pen

The child is placed in a playpen or crib, where his freedom to locomote in space is somewhat restricted.

3. High Chair/Feeding Table

The child is placed in a high chair, feeding table, or infant seat, where his freedom of movement is greatly restricted.

Examples:

a. A-3 is coded only if the child is placed in a confined seat, such as a high chair, feeding table, or infant seat, where his freedom of movement is greatly restricted-

b. A feeding table is similar to a high-chair, in that the child is confined, except that it is a low table. A feeding table is sometimes called a "baby butler." At any rate, if the child is in such a confined seat, we code A-3. We would also code A-3, if the child was seated in a regular chair, but strapped onto it, to keep him from moving or falling. On the other hand, if the child is seated at a regular table or at a child-size table and chair, and is able to get down by himself, we code A-1 (Floor), and not A-3.

Exclusions:

a. If the child, particularly an older child, is sitting in a regular chair or sofa, where his freedom of movement is not restricted, code A-1 (Floor) and not A-3.

4. Held

The child is held in the teacher's arms or sitting on her lap.

Examples:

a. Children are often picked up momentarily by the teacher, when they are transferred from one location to another (e.g., from the floor to the playpen). If this occurs during the same 30-second observation period, code A-1 (Floor), A-2 (Crib/Pen), and A-4 (Held).

b. Teacher is sitting on floor. Child is sitting between teacher's legs or on her legs. If child is not held by teacher and child is free to come and go as he pleases, code A-1, Floor, and not A-4 held. A-4 is coded only if there is some constraint on the child's freedom of movement, because he is being held by the teacher.

5. Other

The child is in a location or situation other than A-1 through A-4 during the entire 30-second observation period. Code A-5 only if codes A-1 through A-4 cannot be coded.

Examples:

a. The child is sitting on a regular chair, sofa, or bed, where there is no restraint as in a crib or high chair.

b. The child is being changed or dressed on a dressing table or on the floor, where his freedom of movement is restricted by the teacher.

c. The child is on the toilet or potty-seat.

d. The child is in the bath-tub or wash-basin.

Exclusions

a. Do not code A-5, if A-1 through A-4 can be coded.

b. If the child is not actually on the floor, but is completely free to locomote in space (e.g., riding a tricycle, playing on a slide, etc.), code A-1 and not A-5.

B. Affect

This pertains to whether the child appears visibly happy or unhappy. If the child shows signs of both pleasure and unpleasure during the same 30-second observation period, code both B-1 (Happy) and B-2 (Unhappy). However, if either B-1 or B-2 can be coded, even though the child's state may be neutral during most of the 30-second observation period, do not code B-3 (Neutral), since children are likely to be in a neutral state during some part of every 30-second observation period. Code B-3 (Neutral) only if neither B-1 nor B-2 can be coded during the entire 30-second observation period.

1. Happy

The child exhibits visible signs of pleasure or happiness.

Examples:

a. In order to code B-1, evidence of pleasure or happiness must be overt. The child is smiling or laughing.

b. If the child seems contented, but does not show overt signs of pleasure (such as smiling or laughing) code B-3 (Neutral) and not B-1 (Happy), since we should not try to infer how the child feels.

2. Unhappy

The child shows visible signs of unhappiness or unpleasure.

Examples:

a. The child whimpers, whines, cries, scowls.

b. The child expresses anger, either verbally or non-verbally. He screams, hits, throws or breaks objects, says he hates or doesn't like someone.

Exclusions:

a. B-2 is coded only if the child shows outward signs of unhappiness, such as crying, hitting, etc. The child may have what appears to be a sad look on his face, but shows none of the above outward signs of displeasure. This would be coded B-3 (Neutral) and not B-2 (Unhappy), since we should not try to infer what the child feels.

3. Neutral

The child does not seem visibly happy or unhappy during the entire 30-second observation period. B-3 is coded only if B-1 or B-2 cannot be coded during the entire 30-second observation period.

1. In order to code positive or negative affect for the child (or the teacher), the expression of it must be more than fleeting and weak. It must be either frequent or intense. E.g. if the child smiled weakly for a moment during a thirty second observation period, we code C- , Neutral, and not C-1, Happy. C-1 is coded only if the child smiles frequently or shows intense signs of pleasure, such as giggling, laughter, a broad smile.

2. The same is true for negative affect. If the child whimpers softly or scowls momentarily, code C-3, Neutral, and not C-2, Unhappy. C-2 is coded only if the child whimpers or fusses frequently during the thirty second observation period, or shows intense displeasure, such as crying, an angry outburst, etc.

C. Activity

This pertains to the child's activities or actions, and not what the teacher or other people are doing to or for the child. For example, if the teacher is feeding or dressing the child, who remains essentially passive, the teacher's behavior would be coded I-1 (Feeding) or I-4 (Dressing), but the child's behavior would be coded C-6 (Passive/Inactive). On the other hand, if the child was actively looking around the room, while being diapered, the teacher's behavior would be coded I-3 (Cleaning) and the child's behavior would be coded C-4 (Visual/Auditory).

Multiple-coding will not be used to code the child's activity, Column C. Code only the dominant activity. Dominance is defined in the following two ways:

a. It is the activity which the child has spent most of his time doing during the 30-second observation period. For example, if the child has spent most of his time playing with blocks (C-2, Fine Motor), but momentarily spoke to another person (C-1, Social) or walked across the room (C-3, Gross Motor) to get another toy, code only the activity which the child spent most time on, i.e., C-2, Fine Motor. If the child has spent about an equal amount of time on two or more activities, code only the first major activity observed during the 30-second observation period.

b. Dominance is also defined in terms of a distinction between means and ends or subordinate and superordinate behaviors. For example, the child may be turning the pages of a book in order to look at the pictures. In this case, code the dominant activity, looking at pictures (C-4, Visual/Auditory) and not turning pages (C-2, Fine Motor), which is a subordinate activity. However, if the child is turning the pages of the book for its own sake, i.e., exploring the physical properties of the book with his hands, but pays little or no attention to the pictures, turning pages (C-2, Fine Motor) becomes the dominant activity.

1. Social

The child is actively engaged in a social interaction or activity with another person (or pet). He is either doing something to, with, or in response to another person. During the social activity, other modalities may be involved (such as fine motor, gross motor, visual/auditory, or vocal), but if the child's dominant activity is social in nature, code C-1 only. In general, C-1 will be coded whenever the child is doing something with someone else, regardless of the activity, unless the social interaction is fairly brief and cannot be considered the child's dominant activity during the 30-second observation period.

Examples:

a. The child is engaged in social-affective play with a teacher or other adult. For example, the teacher may tickle the child, play peek-a-boo, this-little-piggy-went-to-market, toss the child in the air, etc., which the child responds to by laughing at the appropriate time. However, in order to code C-1, the child must be socially responsive.

b. The teacher and child are engaged in fine motor activities, which they are doing together or the teacher is teaching the child, such as a building things with blocks, painting pictures, doing a puzzle, showing the child how to feed or dress himself, etc. These would all be coded C-1, Social.

c. The teacher and child are engaged in gross motor activities, which they are doing together or the teacher is teaching the child, such as dancing, playing ball or ring-a-round-rosy, where the teacher is helping or encouraging the child to creep or walk, etc. These would all be coded C-1, Social.

d. The teacher is reading a story to the child, either individually or in a group, but the child is listening attentively. In this case code C-1, Social, and not C-4, Visual/Auditory.

e. The child may indicate a need for comforting or help, which the teacher may respond to by comforting, helping, refusing, or ignoring the child. Crying alone would not be coded C-1, unless the child looked at the teacher, i.e., the source of comfort or help. If the child merely cries, without looking toward the teacher, code C-6, Non-Goal Directed, and not C-1, Social.

f. C-1 would also be coded if the child responds to another person's behavior, either directly or indirectly. For example, the child may be crying, without looking at the teacher. Thus far this behavior would not be coded C-1. However, if he stops crying when the teacher approaches or picks him up, code C-1.

g. As children get older, they may play with other children, or interact by fighting over a toy, etc. This would be coded C-1, Social, whereas merely playing side-by-side (parallel play) would not.

h. C-1 is also coded if the child is playing with a pet, such as a dog or cat. In this case, we would also code G-5 (Pet), which indicates that the child's social activity was with a pet and not with a person.

Exclusions:

a. C-1 is not coded if the teacher is doing something for or to the child, who is not responding to her socially at all. For example, the teacher may be changing the child's diaper, while the child actively looks around the room. Code C-4 (Visual/Auditory) for the child's

Activity, F-1 (yes) for social Interaction, I-3 (Cleaning) for Situation, and J-3 (Teacher Does It) for Independence/Self-Help Skills. We would not code C-1, since the child was not socially responding to the teacher, or actively engaged in an activity with her.

b. If the child totally ignores a social interaction initiated by another person, F-1, Yes (Social Interaction) would be coded, but not C-1, Social for the child's Activity, e.g., the child may be playing with a wall-socket. The teacher tells him to stop, which the child ignores and continues to play with the socket. This would be coded C-2 (Fine Motor) and F-1 Yes) for Social Interaction.

c. C-1 is not coded if the child's social activity is fairly brief and not the dominant activity during the 30-second observation period. In the example above, even if the child responded, by looking at the teacher or stopping, when the teacher told him to stop playing with the wall-socket, this would not be coded C-1, since the child's dominant activity was not social.

d. If the child is not actively engaged in social activity with another person, but merely watches the activities of other people, from the side-lines, code C-4 (Visual/Auditory), but not C-1 (Social).

e. If the child is merely playing near or alongside other children (parallel play), do not code C-1.

2. Fine Motor

The child manipulates objects (usually small objects) with his hands, where the use of the hands to manipulate and explore the properties of objects plays a dominant and not a secondary role.

Examples:

a. The child may be manipulating parts of his body (e.g., playing with his toes) or other objects (e.g., turning a light switch on and off).

b. The child picks up small manipulable objects with his hands, transfers them from one hand to the other, brings them before his eyes to look at, brings them to his mouth to such, shakes, bangs, throws them, etc.

c. The child may make a tower of blocks, knock it down, build another tower. Or he may be building more complex constructions, such as a house, out of blocks, which may involve imaginative play. The latter are still coded C-2, since the use of the hands is dominant.

d. The child may use crayons or a paint brush to make a picture, or he may simply be finger painting, or merely be exploring the properties of materials such as clay, mud, water, etc. with his hands.

e. Older children may play with puzzles, use simple tools, such as nail two pieces of wood together.

Exclusions:

a. Do not code C-2 if the use of the hands is secondary to gross motor activities. For example, the child uses his hands to climb, ride a tricycle, pull a large wagon, throw a ball and chase it, etc., but the dominant activity is gross motor (C-3) in nature and not fine motor.

b. Do not code C-2 if the child uses his hands to turn the pages of a book in order to look at the pictures or turns on a T.V. set which he then watches. These behavior patterns would be coded C-4, Visual/Auditory.

c. Do not code C-2 if the child is using the hands in an activity which is social in nature, such as playing ball with someone, or doing a puzzle with the teacher. Such activities as doing a puzzle would be coded C-2, Fine Motor, if the child is doing it alone, but C-1, Social, if the child is doing the puzzle with someone else.

3. Gross Motor

The child is engaged in large muscle activity which involves the movements of his total body in space, where the gross motor activity plays a dominant and not a secondary role, and where he is engaged in these activities alone (i.e., not directly with other people).

Examples:

a. The child practices pulling himself up to a sitting or standing position, creeping, walking, running, etc.

b. The child is engaged in large muscle activities which include the use of equipment, such as climbing a ladder, sliding down a slide, riding a tricycle or large toy car.

c. Bouncing, jumping to music, or dancing alone would also be scored C-3, unless these involved social activities, such as dancing with another person or as part of a group activity with other children, which would be coded C-1, Social.

Exclusions:

a. Do not code C-3 if the gross motor activity is social in nature. For example, the child may be playing a game of being chased or chasing another child. He may be dancing, playing Ring-a-round-a-rosy, London-bridges-falling-down, which would be coded C-1, Social, and not C-3, Gross Motor.

b. Do not code C-3 if the gross motor activity is a means to an end. For example, the child may walk across the room to look at a fish tank, which would be coded C-4, Visual/Auditory and not C-3, Gross

Motor. Walking or creeping to another person, in response to being called, or to initiate an interaction with another person would be coded C-1, Social, and not C-3, Gross Motor. Or e.g., if the child walks over to the T.V. set, turns it on, and watches T.V., this behavior pattern would be coded C-4, Visual/Auditory, although it involved both gross motor and fine motor behavior, which were means to an end and secondary to watching T.V. However, if the Observer only sees the child walking toward the T.V. set and the 30-second observation period is over before the Observer sees the end of the behavior sequence, code C-3, Gross Motor, since this is all that was observed.

4. Visual/Auditory

The child is engaged in visual or auditory activities, where looking or listening play a dominant role during most of the 30-second observation period.

Examples:

a. The child is watching T.V., looking at mobiles, etc.

b. The child is looking at pictures in a book by himself, i.e., not while interacting with a teacher.

c. The child is observing the activities of people, animals, fish, birds, insects, etc., without directly interacting with them.

d. The child is actively scanning or looking around the room, to see what is going on.

Exclusions:

a. Do not code C-4 if the auditory/visual activity is secondary to a social activity, such as listening to teacher reading or telling a story, listening to teacher singing or playing music, etc.

b. Do not code C-4 if looking or listening are part of another activity. For example, the child looks at objects which he manipulates with his hands. Even though looking is obviously important, code C-2, Fine Motor, and not C-4, Visual/Auditory, since looking is involved in almost all of the child's other activities. In order to code C-4, looking or listening must be the dominant activity.

5. Vocal

The child is vocalizing (babbling or talking to himself) and is not engaged in any other goal-directed activity. If vocalizing accompanies another activity, e.g. the child is talking to another person (C-1, Social) or while block-building (C-2, Fine-Motor), code C-1 or C-2 and not C-5. The fact that the child is vocalizing during these other activities will be picked up in Column E.

Examples:

a. The child is alone lying in his crib or sitting, doing nothing, and babbling or talking to himself.

b. The child may be pacing the floor or walking around aimlessly and talking to himself. This behavior pattern would also be coded C-5, Vocal, and not C-3, Gross Motor, since we construe aimless wandering or walking as non-goal directed activity.

Exclusions:

a. Do not code C-5 if the child is engaged in another goal-directed activity. E.g. if he is talking to another person, Code C-1, Social. If he is pushing a toy truck across the floor and talking to himself, code C-2, Fine-Motor, and not C-5.

6. Non-Goal Directed

The child's activity during most of the thirty second observation period is non-goal directed. Examples of non-goal directed behavior are given below.

Examples:

a. Doing nothing/Passing time. The child is alone, lying in his crib or play-pen, or sitting, and doing nothing throughout most of the thirty second observation period.

b. Self-Stimulation. The child is engaged in non-nutritive sucking throughout most of the thirty second observation period. He is sucking his thumb or pacifier, or sucking other objects, without visually or tactually exploring them.

c. Distress/Anger. The child is alone and crying. Or he may be having a temper tantrum, breaking or throwing objects, but neither his crying or anger is directed at another person.

d. Tension-Reduction. The child is sitting and rocking (not in response to music or on a hobby-horse). Or he may be aimlessly wandering around the room. The latter behavior pattern is most likely to be seen in older children (between two and three years of age), rather than younger children, who are still practicing their newly developed walking skills.

e. Passive social interaction. The teacher is doing something to or for the child, who remains essentially passive. She may be changing his diaper, while the child merely lies there without doing anything. Or she may be feeding the child, who merely opens his mouth, but is not actively involved in feeding himself.

Exclusions:

a. Do not code C-6 if the child does any of the above things for relatively brief periods of time, but is involved in other activities (C-1 through C-5) for most of the thirty second observation period.

b. Do not code C-6 if the child is doing nothing, but is actively scanning his environment or watching the activities of other people.

c. Do not code C-6 if the child is sucking while taking his bottle, or alternately sucks and visually and tactually explores the objects he is sucking. The latter behavior pattern is likely to be seen in younger infants, where sucking is one of the ways in which the child explores the properties of objects.

d. Do not code C-6 if a toddler spends his time practicing walking for its own sake, and not as a means to an end. This behavior pattern in young children has a goal (practicing a newly acquired skill) and is not non-goal directed, tension-reducing in nature.

1. This is in regard to coding social activity, C-1. If the child cries without looking toward the teacher, and there is no response from the teacher, code C-6, Passive/Non-Goal Directed, and not C-1, Social. Since we have no reason to assume that the child's behavior is social in nature. On the other hand, if the child cries, the teacher responds, and the child stops crying, this sequence would be considered to be a social behavior on the child's part. That is, we have more reason to assume that the crying was intended to get a response from another person, since the child stopped crying when there is a response to his crying. This behavior pattern would be coded, C-1, Social. However, if the child cries, the teacher responds, but the child does not stop crying, we code this behavior pattern C-6, Passive/Non-Goal Directed, and not C-1, Social. Since again we have no reason to ssume that the crying was intended to get a response, and therefore was social in nature.

2. C-4, Visual/Auditory, is coded only if the child focuses on an object or person for at least 5 seconds. If the child is vaguely scanning the room, and does not focus on anything for at least 5 seconds, or you can't tell what the child is looking at, code C-6, Passive/Non Goal directed and not C-4.

3. If the child is sucking on a bottle, feeding himself, code C-2, Fine Motor, and not C-6, Passive/Non-Goal Directed. C-6 is coded for non-nutritive sucking (thumb, pacifier. toy, or other object) or when the child is being fed and he merely opens his mouth, i.e., where he is not actively engaged in feeding or attempting to feed himself.

4. Playing ball is a problematic behavior, in terms of coding. If the child is playing a game himself of throwing a ball and chasing it, code C-2 (Gross Motor). If the child is playing ball with another person (rolling or throwing it back and forth)code C-1 (Social). If the child is seated on the floor and rolling a ball or bouncing it, to explore its properties, code C-2 (Fine Motor).

2. C-4, Visual/Auditory, is coded only if the child focuses on an object or person for at least 5 seconds. If the child is vaguely scanning the room, and does not focus on anything for at least 5 seconds, or you can't tell what the child is looking at, code C-6, Passive/Non-goal directed and not C-4.

3. If the child is sucking on a bottle, feeding himself, code C-2, Fine Motor, and not C-6, Passive/Non-Goal Directed. C-6 is coded for non-nutritive sucking (thumb, pacifier, toy, or other object) or when the child is being fed and he merely opens his mouth, i.e., where he is not actively engaged in feeding or attempting to feed himself.

D. Objects Used

This pertains to the types of objects used by the child in his activities.

1 Commercial Play Materials

These are commerical (i.e. bought) play materials or equipment, which are specifically designed for use by children.

Examples:

a. Books, mobiles, etc.

b. Crayons, paint, paper, clay, play-dough, etc. This may also include children's sissors and paste for making collages.

c. Small toys of various kinds, such as rattles, squeeze toys, cars, dolls, miniature furniture, doll's clothing, blocks, etc.

d. Picture puzzles, puzzles-boxes, etc.

e. Large muscle equipment, such as tricycles, large wagons, jungle gyms, slides, rockers, etc.

f. Children's musical instruments, such as drums, xylophones, clappers, triangles, horns, etc. This may include children's records.

Exclusions:

a. Any play materials which are not specifically designed for use by children or sold commercially.

2. Improvised Play Materials

These are play materials, which were not specifically designed for use by children or commercially sold, which have been provided to the child to play with. They are improvised play materials.

Examples:

a. Pots and pans, small things to put into them, spoons to bang them with.

b. Empty boxes or containers, some large enough for a child to crawl into.

c. Rag dolls which the teacher may have made. Pieces of soft furry or colorful material. Pieces of wood to build things with. Jars or boxes with tops to open and close.

1. This pertains to the Observer's distinguishing between Commercial and Improvised Play Materials. Commercial Play Materials include only toys or play materials which are sold in stores and specifically designed for children. Improvised Play Materials are objects which are commercial (i.e. sold in stores), which were not specifically designed for children, but which the teacher has given the child to play with. E.g. children's books would be coded D-1. If the teacher had given the child an adult's magazine to play with, even though this is a commercial product, it is not specifically designed for children, and hence would be coded D-2. There must be evidence that the improvised play materials were given to the child by the teacher, in order to be coded D-2, since we are interested in assessing the inventiveness of teachers in providing children with improvised play materials. If the child is observed to be playing with an adult magazine, but we did not see the teacher present it to the child to play with, we code D-3, Other Objects.

3. Other Objects

These include all other objects which the child may use in his activities, which are neither commercial or improvised play materials.

Examples:

a. Food, eating utensils, clothing, washing materials, furniture, which the child may use for climbing, or tables to play under.

b. This could also include blankets which the child may use in his play (to hide under), but not given to him to play with.

c. This also includes other household objects in the room, such as rugs, which he may manipulate, light-switches, running water from the sink or bathtub, which the child may splash.

d. It would also include pets, such as dogs or cats, fish or birds, etc., which the child may look at or play with.

e. Television sets, radios, and record players.

4. None

The child has not used any objects in his activities.

Examples:

a. The child may be involved in social activity, talking, chasing or running from other children, etc.

b. He may be involved in gross motor activities, such as creeping, walking, or running, or climbing stairs (which would not be considered materials, unless they were specially designed equipment for young children).

c . D-4 would be coded when the teacher is using materials, while doing something to or for the child, such as feeding or dressing himself, but which the child himself is not manipulating. Chewing food or drinking milk from a bottle would not be coded D-3 (Other Objects), unless the child tried to feed himself. The same would be true for clothing. That is, D-1 through D-3 pertains only to objects which the child is using or doing something with, and not to objects which the teacher is using while interacting with the child.

E. Vocal

This pertains to whether the child has vocalized during the thirty second observation period, and the nature of the child's vocalizations. Under vocal behavior we include (1) Intelligible speech, (2) Unintelligible speech or babbling, and (3) Inaudible speech. Singing is also included, and may fall into any of the above three categories, depending on how comprehensible the sounds are to the observer. We exclude all other sounds, such as crying, laughing, sneezing, coughing, yawning, hiccuping, etc.

1. Intelligible Speech

The child uses speech which is intelligible to the observer. This includes single words, phrases, sentences, or singing, where the words are understandable to the observer.

Examples:

a. The child uses single words, which may be mispronounced, or in "baby talk," but which the observer can understand. E.g. the child may point to his bottle and say "Mi" (milk) or "Wawa" (water). He may say "Manana" (banana). They are coded E-1 if the observer understands what the child is trying to say.

b. The child uses phrases or simple sentences, which may not be grammatically correct, but are comprehensible to the observer. E.g. thechild may say, "No go outside" or "outside go now." The phrases or sentences do not have to be grammatically correct, but they must be intelligible to the observer to be coded E-1.

Exclusions:

a. Do not code E-1 for speech which may be intelligible to someone familiar with the child (e.g. the teacher or another child), but which the observer cannot understand.

b. Do not code E-1 for speech which may be intelligible, but which the observer cannot hear, because she is either too far away or the child is talking to softly. In this case Code E-3, Inaudible Speech, and not E-1, Intelligible Speech, or E-2, Unintelligible Speech.

2. Unintelligible Speech/Babbling

The child uses unintelligible speech or is babbling. While we recognize that there is an important distinction between babbling and unintelligible speech, we are concerned that observers may have difficulty reliably distinguishing between the two types of vocalizations. Therefore, we have combined unintelligible speech and babbling under the same coding category.

Examples:

a. Unintelligible speech. The child produces sounds, which sound like words, phrases, or sentences, which are distinct, and which may be attempts to communicate or at least imitate speech, but which sound like "gibberish" to the observer.

b. Babbling. The child babbles or coos. He produces sounds such as "ga-ga" or "mi-mi-mi", etc. which are produced for their own sake, and do not constitute attempts to imitate speech or to communicate.

Exclusions:

a. Do not code E-2 when the observer cannot hear what the child is saying, which should be coded E-3, Inaudible Speech, and not E-2, Unintelligible Speech.

3. Inaudible Speech

The child is speaking to another person or to himself, but the child's speech is inaudible to the observer, so that she cannot judge whether it is intelligible or not.

Examples:

a. Teacher and child may be sitting very closely and talking to each other in low voices, so that the observer cannot hear what is said.

b. The child may be playing alone and talking to himself in a low voice, so that the observer cannot hear what the child is saying.

Exclusions:

a. Do not code E-3 if the child's speech is audible to the observer, but is unintelligible.

4. None

The child has not vocalized during the entire thirty second observation period, with the exception of sounds, such as crying, laughing, etc.

F. Social Interaction

This pertains to whether the child was involved in a social interaction or not. The social interaction may be initiated by the child or the other person. It is coded a social interaction as long as the subject child or another person initiates the social interaction, whether it is responded to or not.

1. Yes

The child was involved in a social interaction during the thirty second observation period.

Examples:

a. If the child initiates a social interaction which the other person either ignores or responds negative by, therebye terminating the interaction, code F-1.

b. If the other person initiates a social interaction with the child, who either ignores it or responds negatively, code F-1.

c. If the teacher is doing something to or for the child, who is not responding socially to her, code F-1.

d. The child may be socially interacting with the teacher, another adult or child, or a pet. These would all be coded F-1. Column G would indicate who the child was interacting with.

Exclusions:

a. Do not code F-1 if the child is near another person, but neither the child or the other person are responding to each other socially. E.g. the child may be held by the teacher, who is talking to someone else. Or the child may be sitting on the teacher's lap, while they are both watching T.V., but they have not responded to each other socially during the entire thirty second observation period.

b. Do not code F-1 if the child is playing near another child, but neither have responded to the other socially.

2. No (a)

The child was not involved in a social interaction during the entire thirty second observation period.

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a) If F-2 is coded, the Observer stops coding at Column F.

1. We code Social Interaction, F-1, Yes, only if either the child has done something to another person or if the teacher or another person has done something to the child, which is social in nature. E.g. if the teacher is talking to someone else, while the child is sitting on her lap, we code this F-2, No, since her social behavior is not directed to the child. In terms of coding the qualitative aspects of the teacher's behavior (Columns G through P), we are only concerned with social behavior directed to the subject child and not to other people.

Teacher-Child Interaction

Teacher's Behavior

G. Who

This pertains to who the child is interacting with, and the type of interaction.

1. Teacher-1-to-1

The child was involved in a one-to-one interaction with a teacher.

Examples:

a. Child and teacher alone. The teacher and child may be interacting alone, which is the pattern we are most likely to see with infants.

b. Child and teacher in a group. The child may be a member of a group of children interacting with a teacher, but where the child has received individual attention from the teacher, a pattern we are more likely to see with older children. E.g. the teacher may be reading a story, and the subject child asks the teacher a question, which she responds to. Or the teacher may direct a remark to the subject child.

Exclusions:

a. Do not code G-1 if the child is relating to the teacher as a member of a group of children, but has not received individual attention from the teacher.

2. Teacher-Group

The child is relating to a teacher as a member of a group of children, but has not received individual attention from the teacher during the thirty second observation period.

3. Other Adult (b)

The child is interacting with an other adult, who is not a regular teacher or caretaker.

Examples:

a. Group day care. This includes the director, non-teaching personnel, visitors, parents, etc.

b. Family day care. This includes other adults or older children in the family or visitors.

G. Who

If, under column G (who), you record a 3 (Other Adult) continue to record across the page and describe the nature of that social input to the child as well. Other Adult is defined as any adult, including teen-agers 13 or older, who is not a regular teacher or caretaker

In making your ratings of the quality of the noon meal interaction, that other adult should be considered if she has indeed played a significant role in the child's feeding.

Exclusions:

a. In family day care, education aids are coded as Teachers (G-1 or G-2) and not as Other Adults (G-3).

4. Peer(s) (b)

One child is interacting with one or more other children.

Examples:

a. Peer to peer alone. The child is interacting with one other child.

b. Peer-Group. The child is interacting with other children in a group.

c. Peer-to-peer with teacher. The child in interacting with another child or children, but has also interacted with a teacher during the same thirty second observation period. This would be coded both G-4 or G-1 or G-2.

Exclusions:

a. The child is playing near other children, but has not interacted with them socially.

5. Pet(s) (b)

The child has been involved in a social interaction with a pet.

Examples:

a. The child may be playing with a dog or cat.

Exclusions:

a. The child is merely watching the activities of a pet, but did not directly interact socially with the pet. This would be coded C-4 (Visual/Auditory) for the child's activity, but not G-5.

6. Observer (b)

The child initiated a social interaction with the Observer (who may respond, but should never initiate interaction with the child.)

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b) If G-3, 4, 5, or 6 are coded, and not G-1 or 2, the Observer stops coding at column G. While it would be of interest to study the behavior of other adults or older children who may play an important care-taking role in family day care, since this would not be a consistant pattern in every day care setting, we felt it would be best to confine ourselves to characterizing the behavior only of regular teachers in group day care and provider-mothers and education aids in family day care.

H. Which Teacher

This pertains to which teacher the child is interacting with. Teachers should be identified by number (1,2, or 3) at the beginning of each day's observation.

Whereas in family day care, there will usually be only one teacher (the provider-mother) or occasionally an education-aid, in group day care there may be as many as three teachers who may interact with the child. If more than one teacher interacts with a child during the same thirty second observation period, code only the behaviors of the first teacher who interacts with the child during that observation period.

1. Teacher 1

The child is interacting with teacher 1, who was given this code number at the beginning of the day's observation. In family day care, teacher 1 is the provider-mother.

2. Teacher 2

The child is interacting with teacher 2. In family day care, teacher 2 is the education aid.

3. Teacher 3

The child is interacting with teacher 3.

I. Situation (c)

This pertains to whether the interaction involves a routine-care situation (feeding, toileting, cleaning, dressing) or another non-routine situation. With only a few exceptions the qualitative aspects of the teacher's behavior (Columns K through P) could occur in either routine-care or non-routine situations.

1. Feeding

The teacher is interacting with the child during feeding whether the teacher is feeding the child or he is feeding himself.

Examples:

a. The interaction may specifically relate to feeding or not. E.g. the teacher may be urging the child to eat, or she may be teaching language, showing affection, etc., but these occur during feeding. The same is true for other routine-care situations.

2. Toileting

The teacher is interacting with the child in regard to the child's use of the toilet or potty.

Examples:

a. The teacher may place the child on the toilet, take him to the toilet when he asks, or criticize him when he soils his pants, or praise him when he goes to the toilet himself.

Exclusions:

a. Diapering and changing, which may include cleaning the child who has soiled his diaper, would be coded I-3 (Cleaning) and not I-2 (Toileting).

3. Cleaning

The teacher is interacting with the child in a cleaning situation, whether she does it or the child does it himself.

Examples:

a. Diapering and changing.

b. Washing hands and face.

c. Bathing.

4. Dressing

The teacher is interacting with the child during a dressing

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c) If I-1 through I-4 are coded, code Column J-1 through J-4. If I-5 is coded, code J-5.

situation, whether she dresses the child or he dresses himself.

5. Non-routine

The teacher is interacting with the child in a situation other than feeding, toileting, cleaning, or dressing--i.e. the interaction is not in the context of a routine-care situation.

Examples:

a. The teacher and child may be involved in learning activities, outside of routine-care situations. E.g. she may show him how to draw or paint, which would be coded I-5 (Non-routine) and J-4 (Expressive).

b. The teacher and child may be involved in pleasurable activities, outside of routine care situations. E.g. she may be reading him a story or playing games, which would be coded I-5 and K-1 (Reading) or K-2 (Games).

Exclusions:

a. I-5 is not coded if any of these activities occur during routine-care situations.

J. Independence/Self-Help Skills

This pertains to the degree to which the teacher actively encourages or discourages independence in self-help skills, such as feeding, toileting, cleaning, and dressing.

While we recognize that fostering or inhibiting independence involves many other aspects of the child's behavior, we are limiting our assessment of this aspect of the teacher(s) behavior to area of self-help to simplify our task. We do this with the (untested) assumption that the extent to which the child is encouraged or discouraged from functioning independently in the area of selp-help may be generalized to other types of behavior.

A second point is that the essential judgement we are trying to make here is whether the teacher encourages or discourages independence in self-help skills, and not whether it is appropriate, in terms of the child's age or developmental level, or whether the methods she employs are positive or negative. E.g. the teacher may scold or shame a twelve month old for urinating in his pants and not going to the toilet himself. We would code this as encourages independence in the area of toileting, even though we may personally feel that the child is too young and that her methods may be detrimental to the child's personality development. The essential question is whether she is encouraging or discouraging the child to do such things as feeding, toileting, cleaning, dressing himself. In encouraging the child, she is saying, "I want you to do this yourself," or "you're old enough to do this yourself." In discouraging the child, she is saying, "Let me do it for you." You're not old enough to do it yourself.

A third point is that she may encourage, without expecting top-level performance. E.g. she may help the child to do it himself, or try to get him to help her to do it. E. g. she may try to get him to put his pants on himself, with a little help from her, and she will button his pants and secure his belt.

A forth point is that she must be actively (overtly) encouraging or discouraging. E.g. the teacher may discourage by simply doing it for the child. This would be coded J-3, Teacher Does It, and not J-2, Discourages. Or the child may be doing it himself, and the teacher allows him to do it, but she neither praises or criticizes him. This would be coded J-4, Child Does It and not J-1 or J-2. In some cases the issue of independence in self-help skills does not arise. E.g. the child is neither attempting to feed, dress, etc. himself, nor is the teacher encouraging him to do so. They may be interacting in another situation (e.g. the teacher may be reading to the child). In this case, code J-5, None of Above.

A fifth point is that Column J is also concerned with the extent to which the teacher actively encourages or discourages the child in manipulating and exploring the self-help materials. E.g., the teacher may encourage the child to explore the food in a baby-food jar by tipping the jar and letting him put his finders into the jar. This would be coded J-1, Encourages. Or she may discourage by taking the jar away when the baby tries to put his fingers into it. If she merely allows him to manipulate and explore food or utensils, do not code J-1, Encourages, code either J-3 or J-4 depending on who is feeding the child.

A sixth point is that if either J-1, Encourages, or J-2, Discourages, can be coded during a 30-second observation period, do not code J-3, Teacher Does It, or J-4, Child Does It. If we see both encouragement and discouragement, code both J-1 and J-2. If neither J-1 nor J-2 can be coded, but we see both the teacher doing it and the child doing it himself, code both J-3 and J-4.

Finally, if the Situation code is I-5, Non-Routine, code J-5, None of Above. However, if I-1 through I-4 are coded, then J-1 through J-4 must be coded.

1. Encourages

The teacher actively encourages or helps the child to do things for himself in the area of self-help. She encourages the child to feed, toilet, clean or dress himself. If J-1 is coded, also code K-6 (Direct Teaching , Self-Help) Skills.

Examples:

a. She urges the child to do things himself, which he is not doing at the moment. E.g., she may hand the child his bottle or table food and urge him to feed himself.

b. She helps the child to do things himself. E.g., she may steady the cup as the child attempts to drink from it himself, so that the milk will not spill.

c. She shows the child how to do things himself. E.g., she may demonstrate how to hold the spoon, scoop food up, and carry it to his mouth. Or she may move his hand through the correct movements.

d. She praises the child when he has attempted to do things himself. E.g., if the child tries to feed himself with a spoon, the teacher praises the child's effort. "What a big boy you are. You're eating all by yourself."

e. She constructively corrects the child's mistakes and encourages him to try again. E.g., if the child is not holding the spoon right and has spilled food, the teacher shows him the correct way to hold the spoon, and urges him to try again.

f. She encourages exploration and manipulation of self-help materials. E.g., she hands the child a spoon and encourages him to dip it into the baby-food jar; or she may tip the jar and allow the baby to put his fingers into the jar.

Exclusions:

a. She allows the child to do things himself or to explore self-help materials, but she does not actively encourage him to do so. E.g., the child may be smearing potatoes on his plate with a spoon. The teacher lets the child do it, but does not encourage or discourage him. This would be coded J-3, Child Does It, and not J-1, Encourages.

b. She criticizes mistakes, but does not encourage the child to try again himself. This behavior pattern would be coded, J-2, Discourages.

2. Discourages

The teacher actively discourages the child when he tries to do things himself in the area of self-help, or prevents him from manipulating and exploring self-help materials. In general, this will occur when the child is trying to do things himself, and the teacher discourages him in one way or another.

Examples:

a. The child tries to do things himself, and the teacher interrupts or prevents him from doing it himself. E.g., the child may try to grasp the spoon, while he is being fed, and the teacher says, "No."

b. The teacher criticizes the child for not doing it properly and does it for him. E.g., the child may be trying to drink from the cup himself and spills some of the liquid. The teacher removes the cup and says, "You're spilling it all over yourself. Let me do it for you."

c. The child tries to play with self-help materials, and the teacher prevents or tells the child not to do it. E.g., the child may be smearing food with his spoon, and the teacher takes the spoon away or tells him to stop playing with his food.

Exclusions:

a. The child is not trying to do things for himself. The teacher simply does it for the child. This would be coded J-3, Teacher Does It, and not J-2, Discourages.

b. The teacher criticizes or corrects the child, but encourages him to try again himself. This would be coded J-1, Encourages, and not J-2, Discourages.

c. The child is trying to do it himself, but is not very successful, so that teacher helps him. If she helps him to do it himself, code J-1, Encourages. However, if she stops him from doing it himself, and does it for him, code J-2, Discourages.

3. Teacher Does It

The teacher feeds, toilets, cleans, or dresses the child, but neither encourages or discourages the child to do these things himself.

Examples:

a. The teacher is feeding the child, who remains essentially passive, except to open his mouth. This would be coded J-3, Teacher Does It.

b. The teacher dresses or cleans the child, who remains essentially passive

c. The teacher places the child on the toilet. Whether the child "makes" or not, this would be coded J-3. Teacher Does It, since the child did not go to the toilet himself. On the other hand, if the child tells the teacher he has to "make" and the teacher places him on the toilet, code J-1, Encourages, since the child has taken a step in the direction of going himself and she has reinforced this behavior pattern.

Exclusions:

a. If either J-1, Encourages, or J-2, Discourages, can be coded during a 30-second observation period, do not code J-3, Teacher Does It. We may alternately see the teacher doing things for the child and encouraging or discouraging him to do things for himself.

4. Child Does It

The child does things for himself in the area of self-help, and the teacher neither encourages or discourages the child.

Examples:

a. The child is trying to feed, clean, dress, or toilet himself. The teacher allows him, but neither encourages or discourages.

Exclusions:

a. The child tries to feed, dress, clean, or toilet himself, and the teacher encourages or discourages him. In this case code either J-1, Encourages, or J-2, Discourages, but do not code J-4, Child Does It.

5. None of Above

J-5 is coded if the situation is Non-Routine, (I-5) i.e. not involving self-help activities.

K. Direct Teaching Activities

We recognize that much of what infants and young children learn occurs through their own activity, by observing and imitating the behavior of other people, and through the spontaneous unplanned interactions with care-taking adults. But there is a certain amount of learning which occurs as a result of the deliberate, intentional, didactic "teaching" activities of adults. We include attempts to facilitate or encourage behaviors, such as walking, which cannot be taught in the usual sense of the term, but nevertheless the teacher may help the child to develop such skills through praise, encouragement, providing an opportunity to practice these skills, etc. We want to know both how much direct teaching or facilitation occurs in different day care settings, and the content of the teaching.

Direct teaching or facilitation can be seen in the following types of behavior: (1) Urging the child to try a newly developing skill. (2) Helping the child to perform a newly developing skill. (3) Praising the child for his effort in attempting a newly developing skill. (4) Showing (demonstrating or modeling) how to perform the newly developing skill. (5) Providing feedback, i.e., informing the child whether he is correct or not. (6) Providing information, which includes both transmission of abstract knowledge and social rules or limits. (7) Testing to see whether the child can perform the newly developing skill correctly.

If more than one type of direct teaching activity occurs during the same 30 second observation period, do not multiple code. Code only the dominant teaching activity, i.e., the activity which the teacher has spent the most time on. If the teacher has spent an equal amount of time on two or more activities, code only the first direct teaching activity observed during the 30 second observation period. While multiple-coding within column K is not permitted, if the teacher was engaged in both direct teaching and non-didactic activities (Column L) during the same 30 second observation period, code both columns K and L, e.g., the teacher may be reading a story to the child, which would be coded L-1, Reads. From time to time the teacher may point to pictures of different objects and name them or ask the child to name them. In this case we would code both K-1, Language Skills, and L-1, Reads.

1. Language Skills and Concepts

The teacher is engaged in direct teaching of language skills or concepts. This goes beyond merely using language to teaching something else, but is an attampt to teach language or concepts.

Examples:

a. Teacher corrects child's language. She may correct the child's pronounciation of a word ("banana, not manana"), or she may correct his grammar (e.g., the child says, "It's mines," and the teacher corrects him, "It's mine.") She may correct the child's use of a label or concept. E.g., the child points to a dog and says, "Cat." The teacher corrects him, "That's not a cat, It's a dog." The teacher may correct a non-verbal identification response E.g., the child may point to his nose when asked to point to his eye, and the teacher corrects him.

b. Teacher Prompts a Verbal Response. E.g., the teacher may point to the child's nose and ask, "What do you call that?"

c. Teacher Prompts Non-Verbal Response. E.g., she may ask the child to point to various parts of his body. "Show me your nose. Show me your feet," etc.

d. Teacher Provides Verbal Model or Labels. E.g., the teacher may point to various parts of the child's body and say, "This is your nose. This is your mouth," etc., without necessarily expecting a response from the child, i.e., without prompting him.

Exclusions:

a. Do not code K-1, Language Skills, if the teacher is merely using language in conversation or to teach something else. E.g., the teacher may be showing the child how to use crayons and paper and says, "This is how you hold the crayon." This would be coded K-5, Expressive Skills, and not K-1, Language Skills. However, if she first said, "This is a crayon," providing a verbal label, we would also code K-1.

2. Abstract Information

The teacher is giving the child abstract information, which has no immediate practical interest to the child. This may be spontaneously offered by the teacher or in response to a question from the child.

Examples:

a. If the teacher tells the child that milk comes from cows, this would be coded K-2, Abstract Information. If the child asks for milk, and she tells the child where to get it (i.e., in the refrigerator), this is practical information and would not be coded K-2. However, if the child asks the teacher why milk is kept in the refrigerator, and she tells him, "To keep the milk cold, so it won't spoil." this would be coded K-2.

b. Whenever the teacher gives reasons for doing things, even though the situations pertain to the child's own practical activities, code K-2. E.g.,the teacher may tell the child to eat, so that he will "grow big and strong." Or she may tell him not to play with the radiator because, "It can burn you."

Exclusions:

a. Do not code K-2 if the information is practical in nature. E.g., she may tell the child, "We're going to eat in a few minutes." Or "we're going to go outside to play after lunch." Or "The milk is in the refrigerator."

3. Social Rules, Limits.

The teacher is imparting social rules or limits to the child, i.e., the "do's" and "don't's" of society, or of the child's day care setting.

Examples:

a. The teacher may provide rules of relating to peers. "Don't grab toys away from other children. If you want something, ask for it."

b. She may provide rules regarding routines. "We always take a nap after lunch." "We wash our hands before eating."

c. She may provide her own special rules. "I don't want you to go to my drawers. If you want something, ask me, and I'll get it for you." "You play in the living room. Not in my bedroon." "Don't talk to me when I'm talking on the telephone."

Exclusions:

a. Do not code K-3 if the teacher tells the child to do something or stop doing something (a control statement), without giving a general rule. "Play in the living room." "Wash your hands."

4. Teaching Games/Puzzles

The teacher is teaching the child how to play a new game or do a puzzle. If she is using the game to teach something else, code the appropriate teaching activity and not K-4. Or if she is simply playing a game or doing a puzzle with the child, code L-3, Plays/Participates, and not K-4, Teaching Games/Puzzles.

Examples:

a. The teacher may be teaching the child to play a simple game, such as Ring-Around-A-Rosy. The teacher instructs the children to form a circle and hold hands. She then tells the children to move in one direction first, then in the other direction. Later she tells them, "When I say, 'All fall down,' you fall down." Giving the child or children instructions about how to play a new game would be coded, K-4. However, if she were simply playing the game with them, without giving specific instructions, code L-3, Plays, and not K-4, Teaching Games.

b. She may be teaching the child how to do a puzzle. This would be coded K-4. If she merely does the puzzle with the child without giving instructions, code L-3 and not K-4. However, she may be doing the puzzle with the child, without instructing him, but periodically providing instructions. This behavior pattern would be coded both K-4 and L-3.

Exclusions:

a. K-4 is coded only if she is teaching the child the rules of a new game or how to do a puzzle. If she were simply playing a game or doing a puzzle with the child, code L-3, Plays/Participates and not K-4, Teaching Games/Puzzles.

b. If the teacher is using the game to teach something else and is not teaching the rules of the game, do not code K-4. E.g., the teacher may be teaching the parts of the body by playing the game "Put Your Finger on Your Nose." This would be coded K-1, Language Skills and Concepts, and not K-4, Teaching Games. However, if she provided instructions about how to play the game (e.g., when I tell you to put a finger on a part of your face or body, put your finger on it"), this would be coded both K-1 and K-4.

5. Expressive Skills

This pertains to the teacher's direct teaching of skills involved in the following types of expressive behavior: If she both teaches and participates, code both K-5 and L-3.

Examples:

a. Singing. The teacher is teaching the child the words and tune of a song.

b. Dancing. The teacher is teaching the child steps in a dance.

c. Musical Instruments. The teacher is teaching the child how to use simple musical instruments, such as tamborines, maracas, drums, cymbals, clappers, horns, whistles, xylophones, etc.

d. Artistic. The teacher is teaching the child how to use materials involved in painting, drawing or crayoning, making things out of clay or play-doh, collages, how to make jewelry, etc.

e. Constructions. The teacher is teaching the child how to make things out of tinker-toys, leggoes, blocks, etc.

6. Self-Help

The teacher teaches or encourages self-help skills in the areas of feeding, toileting, cleaning, and dressing. If J-1 is coded, K-6 is automatically coded. (See J-1 for examples and exclusions).

7. Fine-Motor

The teacher teaches the child how to do things with his hands, excluding Teaching Games/Puzzles, Expressive, and Self-Help Skills. If either K-4, K-5, or K-6 can be coded, do not code K-7, since the use of the hands is subsumed under the above activities. In teaching fine-motor skills the focus is on the use of the hands as a tool, and not in producing a product. E.g., if the teacher is showing the child how to stack blocks, use scissors, string beads, use a needle-and-thread, etc., for their own sake, code K-7. However, if these fine-motor skills are directly involved in making a product, such as building a house out of blocks, making a bead-bracelet, cutting pieces of paper to make a collage, sewing a simple garment, these teaching activities would be coded K-5 and not K-7.

Examples:

a. The teacher is showing the child how to make a tower of blocks, how to put rings on a pole, how to put small objects into a container and emptying them out, how to use scissors or needle and thread, how to string beads, etc.

b The teacher may show the child how to put clothing on dolls. This would be coded K-7, Fine Motor, and not K-6, Self-Help, which would only be coded if the teacher were showing the child how to dress himself.

c. The teacher may show the child how to hammer a nail into a piece of wood. This would be coded K-7, unless the teacher were showing the child how to make something by nailing two pieces of wood together.

d. The teacher may show the child how to turn a door-knob, turn a light-switch or lamp on, unscrew a jar, open and close boxes, drawers, cup-board doors, etc.

Exclusions:

a. Do not code K-7 if the use of the hands is secondary to another activity, such as showing the child how to use a crayon or pencil to draw pictures, how to fit the pieces of a puzzle together, how to put his shoes on, etc.

8. Gross-Motor

Most gross-motor skills, such as creeping, walking, climbing, or even riding a tricycle cannot be taught, but the teacher can do things to facilitate or encourage the child to develop such skills. These facilitating or encouraging behaviors on the part of the teacher are coded K-8, Gross-Motor. Again, as with Fine-Motor skills, we code K-8 when the focus is on the gross motor skill. E.g., if the teacher is teaching a game, which involves gross-motor actions, code K-4, Teaching Games, and not K-8.

Examples:

a. Creeping. The teacher encourages the child to creep by calling to the child, praising the child when he succeeds in creeping, placing the child on a creeping or crawling board, and urging him to creep, etc.

b. Standing. The teacher encourages or helps the child to pull himself to a standing position, by holding his hands, pulling him to a standing position, praising him when he succeeds, etc.

c. Walking. The teacher encourages or facilitates walking in children first developing this skill by holding the child's hands as he walks, praising him for his efforts, etc.

d. Climbing. The teacher encourages or facilitates climbing by providing the child with climbing equipment, encouraging the child to climb, supporting him as he climbs to keep him from falling, praising his efforts, etc. This includes climbing stairs.

e. Use of gross-motor equipment. This includes encouraging child to ride a tricycle, rocking on a hobby horse, sliding down a sliding board, rocking in a rocking-boat, swinging in a swing, etc.

f. Throwing, catching, and running. The teacher shows the child how to throw and catch a ball, encourages the child to chase the ball, etc.

Exclusions:

a. Do not code K-8 if the gross-motor activity is subsumed under another activity, such as dancing, games involving large-muscle activity.

b. If the teacher is teaching the child a game in which throwing and catching a ball is involved, code K-4 and not K-8.

c. If she is playing a game which involves gross-motor activities, such as "Ring-Around-A-Rosy", code L-3, Plays/Participates.

9. None

There is no direct teaching or facilitation of any of the above skills.

L. Non-Didactic Activities

This pertains to activities which are not concerned with routine-care, control, comforting, or direct teaching. Non-didactic activities can occur during other activities, e.g., social-affective play (peek-a-boo, tickling, etc.) can occur in a variety of situations (Column I). Direct teaching can occur during non-didactic activities (e.g., while reading, the teacher may periodically point to various pictures and label them or ask the child to label them). Where non-didactic and other activities occur during the same 30-second observation period, code all relevant columns. E.g., if while reading, the teacher labels pictures, code both K-1, Language Skills, and L-1, Reads. However, if more than one non-didactic activity occurs during the same 30-second observation period, Code only the dominant non-didactic activity. (See definition of dominant activity for Column K, Direct Teaching, on page 27).

1. Reads, Tells Stories

This includes reading a story, talking about the pictures in a non-didactic way, or telling stories.

Examples:

a. Reading stories: The teacher is reading a story to the subject child, alone or as a member of a group of children.

b. Talking about pictures in a non-didactic way: The teacher is essentially using the pictures to tell a story or telling a story about the pictures, but is not engaged in direct teaching. E.g., she says, "See, the farmer is milking a cow, and the little boy is waiting for the bucket to fill up. so he can bring the milk to his mother, who is waiting at the kitchen door."

c. Telling stories: The teacher is telling stories to the subject child, alone or as a member of a group of children.

Exclusions:

a. If the teacher both reads (or tells stories) and teaches, code both. However, if during the entire 30-second observation period, the teacher is engaged in direct teaching activity (labeling, testing the child's language skills, etc.) code K-1 only and not L-1.

2. Converses

The teacher carries on an extended conversation with the child, where the emphasis is on the purely social, pleasurable aspects of two people talking to one another. Teacher and child may both be actively engaged in carrying out the conversation, or it may be one-sided, where one person does most of the talking and the other listens.

Examples:

a. In order to code L-2, the conversation or discourse, by either party or both parties, must be fairly extended, i.e., more than a sentence or two.

b. In order to code L-2, the conversation should be social in nature and not didactic, i.e., involve any of the teaching activities in column K. E.g., the teacher may ask the child what he did that was fun on the week-end, discuss a recent or future visit to the zoo, etc.

c. The conversation may be one-sided. E.g., adults often carry on long "conversations" with very young infants, which the child may not understand, for purely social reasons. Or the teacher may listen for a long period of time, while the child does most of the talking.

Exclusions:

a. Do not code L-2 for brief verbal statements, limited to one or two sentences. E.g., the teacher may say "Do you want to go outside?" The child may respond, "Yes" or "No" ending the conversation.

b. Do not code L-2 for verbal statements by the teacher which involve Self-Help Skills (Column J), Direct Teaching (Column K), Comforting or Affection, (Column N), or Control, (Column N).

3. Plays, Participates

The teacher plays with the child or participates in his play activity on a peer level. That is, she plays with him, without attempting to direct or teach him.

Examples:

a. Social-affective play: The teacher plays games such as "Peek-a-Boo", "This Little Piggy Went to Market." or she may merely tickle, smile, or coo at him, in order to get a pleasurable response from the child. She may toss him up in the air and catch him, or swing him between her legs, etc. Social-affective play is most likely to be observed with infants and very young children.

b. Games and Puzzles: Teacher and child play more complex games together, including board games, where the child already knows the rules, and teacher and child are playing together. Teacher and child work on puzzles together.

c. Construction and creative activity: Teacher and child build things out of blocks, make things out of clay or play-doh, draw or paint together, without any direct attempt on the part of the teacher to instruct or teach.

d. Dramatic play and make-believe: Teacher and child are engaged in dramatic play or make-believe activities, such as playing house, store, playing with dolls, doll clothing and furniture, etc.

Exclusions:

a. Do not code L-3 if the teacher's behavior is didactic (i.e., where the emphasis is on teaching) or controlling. In order to code L-3, the teacher's dominant behavior during the 30-second observation period should be non-didactic, where the emphasis is on the social and pleasurable aspect of her interaction with the child. However, if the teacher's dominant behavior is non-didactic, but interspersed with teaching or controlling behavior, code both L-3 and the relevant codes from Columns K or N.

4. Sings, Dances, Plays Music

The teacher sings, dances, or plays music. She may do these to entertain the child or with the child. However, in order to code L-4, the emphasis is on pleasure or entertainment, rather than teaching.

Examples:

a. Sings: The teacher sings to the child, or sings with the child, alone or with a group of children.

b. Dances: The teacher dances with the child, alone or with a group of children.

c. Plays music: The teacher plays records, plays music on the radio, or plays a musical instrument, such as a piano, for the child. She may also involve the child (or children) in playing simple musical instruments, such as triangles, cymbals, drums, horns, etc.

Exclusions:

a. Do not code L-4, if the teacher is teaching the child any of the above activities. L-4 is coded only if the teacher does them to entertain the child or participates in them with the child.

5. None of Above

The teacher is not engaged in any of the above activities.

M. Comfort, Affection

This pertains to the degree to which the teacher responds positively when the child is in distress, or shows affection when the child is not in distress.

1. Child Distressed, Teacher Responds Positively

The child is in distress (i.e., he is crying, frustrated, angry, etc.) and the teacher attempts to comfort or help him.

Examples:

a. Comforts: The child is upset or angry, and the teacher tries to comfort him, either physically or verbally or both. She may caress him, tell him not to cry, in a gentle soothing tone of voice, give him his bottle, pacifier, or a cookie.

b. Helps: The child is frustrated, trying to do something he is having trouble with, and the teacher helps him. E.g., the child may fret because he is trying to grasp a toy which is out of reach. The teacher helps the child, by placing the toy within reach.

Exclusions:

a. Do not code M-1, if the teacher shows affection or helps when the child shows no sign of distress, such as crying or whimpering.

b. Do not code M-1, if the child is in distress, and the teacher responds by telling him to stop crying, in a harsh tone of voice, or to do it himself. In this case, code M-2.

2. Child Distressed, Teacher Does Not Respond, Responds Negatively

The child is upset or requires help, and the teacher ignores the child or responds negatively.

Examples:

a. Ignores: The child is upset or needs help, and the teacher ignores the child's distress.

b. Responds Negatively: The child is in distress or requires help, and the teacher harshly tells the child to stop crying or refuses to help him, telling him to do it himself.

3. Child is Not in Distress, Teacher Gives Affection

The child is not in distress and the teacher gives affection, either physically, verbally or both.

Examples:

a. Physical affection: The teacher hugs, kisses, caresses, smiles at child.

b. Verbal affection: The teacher tells the child she likes or loves him, tells him he is a good boy, etc.

Exclusions:

a. Do not code M-3, if the teacher expresses affection, in response to the child's distress. In this case, code M-1.

4. Child is Not in Distress, Teacher Does Not Give Affection

The child is not in distress, and the teacher does not express affection.

N. Control Techniques

This pertains to the frequency of the teacher's attempts to control or direct the child's behavior, and the types of control techniques which she uses.

Control behavior is defined as an attempt to get the child to do something or stop doing something, regardless of the specific situation or content of the child's behavior.

Control is most likely to be exercised in routine-care situations (where the teacher is trying to get the child to eat, use the toilet, dress, etc.), or socialization situations (where the teacher is trying to stop behavior which may be socially disapproved or dangerous). However, control behavior may also occur in teaching or play situations, where the teacher is merely trying to get the child to do something.

In regard to types of control techniques, they are scaled on a democratic-authoritarian dimension, or degree of coercion used to get the child to comply. At the democratic end of the continuum, the teacher uses a rational approach, gives the child reasons or explains why he should do something or stop doing something (N-1, Gives Reasons). At the authoritarian end of the continuum, the teacher resorts to physical force or punishment (N-5, Physically Forces, Punishes, Spanks). They are also scaled in terms of whether she uses positive or negative control techniques. N-1 and N-2 are considered positive; N-3, neutral; and N-4 and N-5 are considered negative.

Multiple-coding is permitted for Column N, if more than one type of control technique has been employed during the same 30-second observation period. E.g., the teacher may first use a rational approach ("Don't put anything into the wall-socket, you can get a shock.") If the child persists, she may scream or threaten him with punishment. If he still does not comply, she may physically force him to stop by removing him from the wall-socket, or spank him. In this case, code N-1 (Gives Reasons), N-4 (Criticizes, Threatens, Screams), and N-5 (Physically Forces, Punishes, Spanks).

1. Gives Reasons

The teacher gives reasons or explains why the child should do something or not do something.

Examples:

a. In order to code N-1, the reason must be rational ("If you play in the street, a car might hit you."), and not a threat, ("If you play in the street again, I'll hit you."), or a bribe, ("If you play nice, I'll give you a cookie.").

Exclusions:

a. If the "reason" involves a threat, ("If you don't stop playing with the wall-socket, I'll spank you."), code N-4, Criticizes, Threatens, Screams, and not N-1.

b. If the "reason" involves a bribe, ("If you stop playing with the wall-socket, I'll give you a nice toy to play with."), code N-2, Praises, Rewards, Promises, and not N-1.

c. If the "reason" involves an appeal to the teacher's authority ("Do it, because I say so"), with an implied threat, code N-4, Criticizes, Threatens, Screams, and not N-1.

2. Praises, Rewards, Promises

The teacher attempts to control the child's behavior, through the use of the following positive reinforcement techniques.

Examples:

a. Praises: The teacher praises the child for approved behavior, regardless of the situation or content of the child's behavior. E.g., in response to the child's attempt to feed himself with a spoon or to walk, the teacher says, "Very good. What a big boy!" Or the teacher has asked the child to do something (N-3, Asks, Tells), and the child complies. The teacher says, "That's a good boy." Code both N-3 and N-2.

b. Rewards: The teacher materially rewards approved behavior. E.g., The child was asked to put his toys away in a toy box, and the child complies. The teacher says, "That's a good boy," and gives him a cookie as a reward.

c. Promises: The teacher promises a reward if the child complies with a request. E.g., "If you eat all your vegetables, you can have a cookie." Or, "If you take a nap like a good boy, I'll take you out to the park later."

Exclusions:

a. Do not code N-2, if the teacher expresses affection or gives the child a cookie, without verbally informing the child that the affection or reward was contingent upon a specific piece of the child's behavior. E.g., she may simply say, "You're such a good boy, I'm going to give you a cookie." Or she may give him a cookie, without saying anything. Such general signs of approval or affection should not be coded N-2.

3. Asks, Tells

The teacher asks or tells the child to do something or stop doing something, in a neutral tone of voice. The teacher's tone of voice may be firm, but not loud or threatening.

Examples:

a. In order to code N-3, the teacher must ask or tell the child to do something or stop doing something in a neutral tone of voice. E.g., she may ask the child, "Will you please stop banging your spoon on the table?", in a soft but firm voice. Or, "Would you put your toys away now?" She may say the same things, by telling the child rather than asking. Asking is merely a polite way of telling. E.g., "Stop banging your spoon on the table." Whether she asks or tells, it is essential that she say it in a neutral, non-threatening tone of voice.

Exclusions:

a. If the request is made in a loud threatening voice, code N-4 and not N-3, even though the threat is implicit and not explicit. E.g., "Stop banging your spoon on the table," in a loud, threatening tone of voice, would be coded N-4.

b. Do not code N-3 if the teacher asks the child a question, without an attempt to control his behavior. E.g., she may ask him, "Would you like to have your lunch now?" This kind of question gives the child a true choice, whereas the kind of request described above does not really give the child a choice but is merely a polite way of telling.

4. Criticizes, Threatens, Screams

The teacher uses the following negative verbal control techniques to get the child to do something or stop doing something.

Examples:

a. Criticizes: The teacher criticizes the child or his behavior. This can range from mild constructive criticism ("No, that's not the way to hold the spoon") to destructive, hostile putdowns ("No, stupid, I told you a thousand times that's not the way to hold your spoon!").

b. Threatens: The teacher explicitly threatens the child with punishment if he does not comply ("I'll spank you, if you don't stop playing with the wall-socket.")

c. Screams: In contrast to (b), here the threat is implicit, in the loud or threatening tone of voice ("STOP PLAYING WITH THE WALL-SOCKET!")

Exclusions:

a. If the teacher verbally criticizes the child's behavior and spanks him at the same time, code N-5 only and not N-4. E.g., as she spanks him, she says, "I told you never to play with the wall-socket." On the other hand, if she threatens first and then punishes when the child does not comply, code N-4 and N-5, since these constitute two separate control behaviors on the teacher's part.

5. Physically Forces, Punishes, Spanks

The teacher uses the following negative physical control techniques to get the child to do something or stop doing something.

Examples:

a. Physically Forces: The teacher uses physical force to get the child to comply. E.g., she tells the child to stop playing with the wall-socket. When he does not stop, she picks him up and puts him into a playpen. Generally, in order to code N-5 when physical force is involved, the force must be preceded by a verbal control statement. ("If you don't stop playing with the wall-socket, I'll put you in the playpen.")

There are several exceptions to this rule, in routine-care situations:

(1)	Feeding:	forcing food into a child's mouth
(2)	Toileting:	forcing the child to sit on the potty or toilet
(3)	Cleaning:	forcing the child to go into tub or to hold still, while she washes his hands and face; or pinning a struggling child down, while she changes his diaper
(4)	Dressing:	holding the child, who may be trying to get away, so she can dress him

b. Punishes: The teacher uses non-corperal punishment for disapproved behavior. That is, she punishes him, but does not spank or hit him. E.g., if the subject child hits another child, she may use isolation (putting him in his crib) as a form of punishment. Or she may not give him dessert, as a form of punishment for misbehaving at the table, etc.

c. Spanks: The teacher uses corperal punishment for disapproved behavior. She spanks, slaps, hits, or shakes him for misbehaving.

Exclusions:

a. If the teacher merely moves the child physically from one location to another (e.g., she picks him off the floor and puts him in the playpen), do not code N-5, for Physically Forces, unless she verbalizes that such a change in physical location is due to the fact that he has not complied with an earlier verbal request or that the change (e.g., from floor to playpen) is a form of punishment.

6. No Attempt to Control

The teacher did not attempt to get the child to do or stop doing something during the entire 30-second observation period.

O. Teacher's Affect

This pertains to whether the teacher's dominant affect during the 30-second observation period is positive, negative, or neutral, whether she is generally pleasant, unpleasant, or bland while interacting with the child.

The teacher's positive or negative affect may be directed to the child or not. That is, she may be expressing anger toward the child for misbehaving; or she may be in a bad mood, for other reasons, having nothing to do with the child, but is generally irritable and unpleasant while interacting with the child.

Evidence of positive or negative affect must be overt, such as smiling or scowling. Do not try to infer what her mood or affect is, without such overt signs.

In order to code positive or negative affect, the behavior must be (a) frequent (such as frequent smiling) or (b) intense (such as laughter or an angry outburst, which may only last a short time). E.g., a fleeting smile or scowl, where the dominant affect was neutral, would be coded O-3 (Neutral) and not O-1 (Positive) or O-2 (Negative).

Multiple-coding, for O-1 and O-3, is permitted, if the teacher manifests both, and both behavior patterns are sufficiently frequent or intense. However, O-3 (Neutral) is coded only if this is the teacher's dominant behavior pattern during the 30-second observation period.

1. Positive

The teacher's affect is generally positive during most of the 30-second observation period, or there is a brief but intense expression of positive affect.

Examples:

a. Smiles frequently: The teacher smiles frequently during the 30-second observation period.

b. Laughs: The teacher laughs during the observation period, while interacting with the child.

c. Expresses physical affection or comforts: Kisses, hugs, caresses child when he is not in distress; comforts him when he is in distress. (If M-1 and M-3 are coded, code O-1).

d. Expresses verbal affection or praises child: Tells child she loves him, he is a good boy, he's feeding himself so well, etc. (If N-2 is coded, code O-1).

Exclusions:

a. Do not code O-1 if the teacher smiles briefly once or twice during the 30-second observation period.

2. Negative

The teacher's affect is generally negative during most of the 30-second observation period, or there is a brief but intense expression of negative affect.

Examples:

a. Scowls frequently: The teacher scowls frequently during the 30-second observation period.

b. Complains, irritable frequently: The teacher complains or is irritable throughout most of the 30-second observation period.

c. Expresses physical anger toward child or punishes him: spanks, slaps, hits child; shakes him, or handles him roughly. She may also physically force him to do something. (If N-5 is coded, code 0-2).

d. Expresses verbal anger at child: The teacher screams or scolds; shames him; expresses dislike for child. (If N-4 is coded, code 0-2).

Exclusions:

a. Do not code 0-2, if the teacher scowls briefly once or twice during the 30-second observation period.

3. Neutral

The teacher's affect is generally neutral during the entire 30-second observation period, and there have been no intense expressions of positive or negative affect. Do not code 0-3, if either 0-1 or 0-2 can be coded.

1. Note change in manual on p. 43, 2.d. (Examples). Originally if the teacher criticized the child, this would be coded O-2, Negative, for teacher's affect. If the teacher criticizes the child, code N-4, Criticizes, for control techniques. But criticism can be given in a positive, negative, or neutral manner.

a. Positive: Teacher criticizes child in a friendly, warm tone of voice and is essentially constructive in nature. That is, she criticizes the child's behavior, but does not put the child down.

b. Negative: The teacher criticizes the child in an angry scolding tone of voice and may include putting down the child, telling him he is stupid, etc.

c. Neutral: The teacher criticizes child in a neutral matter-of-fact tone of voice, without any positive or negative feelings or verbalizations expressed toward the child.

If there is criticism, code the affect column on the basis of whether the teacher is friendly, hostile, or neutral while she is criticizing the child.

P. Teacher Verbalizes to Child

This pertains to whether the teacher has verbalized directly to the child during the 30-second observation period or not.

1. Yes

The teacher verbalizes or vocalizes directly to the child. She may speak to the child individually or as a member of a group of children. In order to code P-1, it is essential that the teacher verbalize directly to the subject child and not to another person, while interacting with the child. E.g., if she is feeding the child, but talking to another teacher, do not code P-1.

Examples:

a. Nonsense sounds or baby-talk: The teacher has vocalized to the child in nonsense sounds, in imitation of the infant, or has spoken to the child in baby talk.

b. Words, phrases, sentences: The teacher has spoken a few words, phrases, or sentences to the child. Her verbalization may be fairly brief or consist of an extended conversation with the child. The topic or content of her speech is irrelevant, as long as it is directed to the child.

c. Reads or tells story: The teacher reads to child or tells a story, without necessarily speaking to him in any other way.

Exclusions:

a. Do not code P-1, if the teacher is speaking to someone else, while interacting with the child.

2. No

The teacher has not verbalized to the subject child during the entire 30-second observation period. She may not have spoken at all, or spoke to someone else, but not to the child.

CORE OBSERVATION

CHILD'S NAME ______________________ CHILD'S ID NO. ______ (1–6)

PROGRAM ______________________

CORE TIME ______ OBSERVATION CYCLE ______ (7)

DATE OF OBSERVATION ______ (9–14) OBSERVER'S INITIALS ______

☐ AM ☐ PM ☐ NOON MEAL (8)

	*A	*B	C	*D	E	F	*G	H	I	*J	K	L	M	*N	*O	P	
CODE	CHILD LOCATION	CHILD AFFECT	CHILD ACTIVITY	OBJECTS USED	CHILD VOCAL	SOCIAL INTER-ACTION	WHO	WHICH TEACHER	SITUA-TION	INDEP. SLF. HLP. SKILLS	DIRECT TEACH. ACT.	NON DIDACTIC ACT.	COMF. AFF.	CONT. TECH.	TEACHER AFFECT	VERBAL TO CHILD	CODE
1	Floor	Happy	Social	Commercial Play Mat.	Intelligible Speech	Yes	Teach-1° to-1	T–1	Feed	Encour. ♦♦♦	Lang. Skills/Con	Reads/ Tells Stories	Dist/ Resp.	Gives Reasons	Pos.	Yes	1
2	Crib/Pen	Unhappy	Fine Motor	Improvised Play Mat.	Unintel. Speech Babbling	No ♦	Teach Group	T–2	Toilet	Discour.	Abstract Inform.	Converses	Dist./No or Neg. Resp.	Praises Rewards, Prom.	Neg.	No	2
3	High Chair Feeding Table	Neutral	Gross Motor	Other Objects	Inaudible		Other Adult	T–3	Clean	T does it	Soc. Rules, limits	Plays, Partic	No Dist/ Gives Aff.	Asks/ Tells	Neutral		3
4	Held		Visual/ Auditory	None	None		Child(s) ♦♦	T–4	Dress	C does it	Teaching Games, Rules	Sings, Dances/ Plays Mus.	No Dist./ No Aff.	Criticizes, Threat, Screams			4
5	Other		Vocal				Pets ♦♦	T–5	Non-Rout	None of Above	Express-ive skills	None of Above		Phy. forces Pun, spanks			5
6			Pass/non Goal				Observer ♦♦	T–6			Self Help			No Attempt to Control			6
7								T–7			Fine Motor						7
8								T–8			Gross Motor						8
9								T–9			None						9
1																	
2																	
3																	
4																	
5																	
6																	
7																	
(77)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	

______ (75) ______ (76) ______ (78) ______ (80) 1

♦ If F-2 STOP coding at Column F
♦♦ If G-3, 4 or 5, STOP coding at Column G
♦♦♦ If J-1 Code K6

* Muld Code

8/74

New York City Infant Day Care Study
FOOD RECORD

CHILD'S NAME
ETHNIC GROUP
CHILD'S ID NO.
SEX
AGE (MONTHS
PROGRAM
CYCLE
DATE
TIME NOON MEAL
OBSERVER'S INITIALS

FOOD	O	KIND	SERVED	REJECTED	BRAND *	FAMILY **	INGREDIENTS ADDED	COMMENTS	CODE
A. BEVERAGES									
Formula									
Milk									
Fruit Juice									
Water									
Other									
B. CEREALS									
C. BREAD									
D. FRUIT									
E. PROTEIN FOODS									
Hi Meat Dinner (meat & cereal/veg)									
Meat, Fish, Poultry (plain)									
Egg									
Comb. Dinner (veg. & meat)									
Cheese									
Dried Peas – Beans									
Peanut Butter									
Nuts									
Other									

* B – Beechnut G – Gerber's H – Heinz S – Swift U – Unknown

** Family Foods (major preparation in home)

FOOD RECORD (Cont'd.)

12/73

C[illegible]'S NAME	CHILD'S ID. NO.	DATE	OBSERVER'S INITIALS

FOOD	O	KIND	SERVED	REJECTED	BRAND *	FAMILY **	INGREDIENTS ADDED	COMMENTS	CODE
F. VEG.									
______									
______									
G. STARCHY FOODS									
Potato ______									
Rice ______									
Pasta ______									
Other ______									
H. DESSERTS OTHER THAN FRUIT									
Pie ______									
Cake ______									
Pudding ______									
Ice Cream ______									
Other ______									
I. SNACK FOODS									
Teething Biscuit ______									
Soda ______									
Candy ______									
Chips ______									
Cookies ______									
Other ______									
J. FATS (Visible Ones)									
Margarine or									
Butter ______									
Mayonnaise ______									
Other									
K. MISCELLANEOUS									
Soup ______									
Sandwich ______									
Other ______									
______									

L. VITAMIN SUPPLEMENTS

☐ A ☐ C ☐ A & D ☐ Iron ☐ Multivitamin ☐ Other (Specify) ______

* B – Beechnut G – Gerber's H – Heinz S – Swift U – Unknown

**Family Foods (major preparation in home)

SUPPLEMENT TO FOOD RECORD – 6 MONTHS OBSERVATION

CHILD'S NAME

CHILD'S ID NO. (1-6)

DATE OF OBSERVATION

OBSERVATION CYCLE 0 (7)

OBSERVER'S INITIALS

CHECKLIST OF FEEDING SKILLS OBSERVED DURING LUNCH

INSTRUCTIONS: Check *all* the following behaviors observed. *Do not* score on basis of information provided by teacher which is not observed.

A. LIQUIDS

1. ☐ Drinks from bottle unassisted
2. ☐ Drinks from cup or glass unassisted, with little spilling
3. ☐ Pours liquids from container into cup or glass with little spilling

______ (9)

B. SOLIDS

1. ☐ Uses fingers for eating table food
2. ☐ Attempts to use spoon, but requires help
3. ☐ Feeds himself using spoon, with little spilling
4. ☐ Uses fork easily, if food is cut up
5. ☐ Uses table knife for spreading butter, jam, etc.

______ (10)

1. BOTTLE

1. ☐ Given: teacher holds child
2. ☐ Given: child not held but teacher feeds
3. ☐ Given: child not held/child holds bottle
4. ☐ Given: bottle propped
5. ☐ Bottle giving not observed

______ (19)

2. BURPING

1. ☐ Yes
2. ☐ No
3. ☐ Not observed

______ (20)

RATING OF TEACHER AND CHILD DURING NOON MEAL

INSTRUCTIONS: Check the number which best describes lunch.

A. TEACHER FOCUS

1. ☐ On child and feeding
2. ☐ Mixed
3. ☐ Other

______ (11)

B. CHILD FOCUS

1. ☐ On Teacher and eating
2. ☐ Mixed
3. ☐ Other

______ (12)

C. BEGINNING: CHILD AFFECT

1. ☐ Happy
2. ☐ Neutral
3. ☐ Unhappy

______ (13)

D. BEGINNING: TEACHER AFFECT

1. ☐ Happy
2. ☐ Neutral
3. ☐ Unhappy

______ (14)

E. END: CHILD AFFECT

1. ☐ Happy
2. ☐ Neutral
3. ☐ Unhappy

______ (15)

F. END: TEACHER AFFECT

1. ☐ Happy
2. ☐ Neutral
3. ☐ Unhappy

______ (16)

G. TEACHER'S PACE

1. ☐ Matches child's
2. ☐ Mixed
3. ☐ Mismatch

______ (17)

H. MUTUAL SATISFACTION

1. ☐ Satisfying
2. ☐ Neutral or mixed
3. ☐ Dissatisfying

______ (18)

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______ (79) ______3 (80)

New York City Infant Day Care Study

SUPPLEMENT TO FOOD RECORD—12 TO 36 MONTHS OBSERVATION

6/74

CHILD'S NAME

CHILD'S I.D. NO. (1–6)

DATE OF OBSERVATION

OBSERVATION CYCLE (7)

OBSERVER'S INITIALS

CHECKLIST OF FEEDING SKILLS OBSERVED DURING LUNCH

I. LIQUIDS

(9) 1. ☐ Drinks from bottle unassisted
2. ☐ Drinks from cup or glass unassisted with little spilling
3. ☐ Pours liquids from container into cup or glass with little spilling

II. SOLIDS

(10) 1. ☐ Uses fingers for eating table food
2. ☐ Attempts to use spoon, but requires help
3. ☐ Feeds himself using spoon, with little spilling
4. ☐ Uses fork easily, if food is cut up
5. ☐ Uses table knife for spreading butter, jam, etc.

A. BOTTLE

(11) 1. ☐ Given: teacher holds child
2. ☐ Given: child not held but teacher feeds
3. ☐ Given: child not held/child holds bottle
4. ☐ Given: bottle propped
5. ☐ Not observed

B. PACIFIER

(12) 1. ☐ Used frequently
2. ☐ Used infrequently
3. ☐ Used for sleeping only
4. ☐ Not observed

RATING OF TEACHER AND CHILD DURING LUNCH

1. LUNCH SITUATION

(13) 1. ☐ Sit-down lunch
2. ☐ No sit-down lunch
* 3. ☐ No lunch

2. WHO FEEDS MEAL

(14) 1. ☐ Child feeds self most of meal
2. ☐ Child feeds self some of meal
3. ☐ Teacher feeds child most of meal

3. GROUP SITUATION

(15) 1. ☐ Yes
2. ☐ No

4. ATMOSPHERE OF LUNCH SITUATION

(16) 1. ☐ Pleasant
2. ☐
3. ☐ Neutral
4. ☐
5. ☐ Unpleasant

5. CHILD FOCUS

(17) 1. ☐ Primarily on eating
2. ☐ Mixed
3. ☐ Primarily on other activity

6. CHILD'S ENJOYMENT OF LUNCH SITUATION

(18) 1. ☐ Enjoys
2. ☐
3. ☐ Neutral
4. ☐
5. ☐ Doesn't enjoy

7. TEACHER PRESENT IN MEAL SITUATION

(19) 1. ☐ Most of time
2. ☐ Part of time
** 3. ☐ Minimal

8. TEACHER—CHILD INTERACTION

(20) 1. ☐ Teacher interacts with child most of the time
2. ☐
3. ☐ Teacher interacts intermittently
4. ☐
5. ☐ Minimal interaction

9. TEACHER'S ENRICHMENT OF LUNCH SITUATION

(21) 1. ☐ Enriches
2. ☐ Doesn't enrich or interfere
3. ☐ Interferes

10. TEACHER'S RESPONSIVENESS TO CHILD'S CUES

(22) 1. ☐ Responsive to child's cues
2. ☐
3. ☐ Mixed
4. ☐
5. ☐ Unresponsive

* If 1-3, stop rating

** If 7-3, do not rate 8, 9, or 10

_____ (75) __4__ (80)

June 11, 1973

New York City Infant Day Care Study
CHECKLIST FOR FOOD RECORD

Manual of Instructions

1. Record all food offered to child in noon meal by placing a check in first column marked 0 for observed.

2. Use this guide for food groups:

A. Beverages - All liquids except for soda which is a snack food. This group includes:

Formula
Milk
Water
Other: Kool-Aid, Malta, Champola, Beer, Wine, Etc.

B. Cereals - All cereal products such as:

Oatmeal
Farina
Cornmeal
Grits
Wheatena
Cornflakes
Cherios and other dry type cereals

C. Bread - All breads such as white, whole wheat, rye, pumpernickel, biscuits, cornbread, Italian and Spanish bread, muffins, pancake, waffles.

D. Fruit - All fruits such as:

Apples
Banana
Pear
Peach
Plum
Cantaloupe
Watermelon
Mango
Papaya
Fruit cocktail

E. Protein Foods - All meat, fish, poultry, baby dinners, egg, cheese, nuts and peanut butter and dried peas and beans. Example include:

Meat	Poultry	Fish
Beef	Chicken	Tuna
Lamb	Turkey	Salmon
Pork	Capon	King
Veal	Duck	Porgy
		Spots
		Butterfish
		Flounder
		Mackerel
		Seafood: Shrimp Clam Oyster

Egg

Cheese
- Cheddar (store)
- Cottage
- Swiss
- Meunster

Nuts

Dried Peas and Beans
- Red
- Kidney
- Lima (not the fresh ones)
- Black
- Pinto
- Chick
- Pigeon
- Lentils - green & yellow
- Pink
- Gabanzas
- Soybeans

Baby Dinners
- Beef with vegetables
- Chicken with vegetables
- Ham with vegetables
- Turkey with vegetables
- Veal with vegetables
- Creamed cottage cheese with pineapple
- Beef and egg noodles
- Chicken noodle dinner
- Turkey rice dinner
- Vegetables and chicken
- Vegetables and beef
- Vegetables and lamb
- Vegetables and turkey

Organ Meats
- Liver
- Heart
- Kidney
- Lungs

Other
- Ham hocks
- Hamburger Helper and similar convenience foods

NOTE: Do not include the following as protein foods:

- Cream cheese
- Bacon, fat back — these are FATS
- Neck bones
- Pig tails, ears, feet

F. Vegetables - All vegetables including:

Green
- Cabbage
- Greens: collard
  - mustard,
  - turnip,
  - Kale,
  - dandelion
- Broccoli
- Peas
- Stringbeans
- Pepper
- Chickory
- Lima Beans

Yellow
- Carrots
- Turnips
- Squash
- Pumpkin

Red
- Beets
- Cabbage

Other
- Cucumber
- Celery
- Lettuce
- White turnips
- Corn

G. Starchy Foods - Potato and similar root vegetables, rice and pasta products.

Potato and/other	Rice	Pasta
White	White	Spaghetti
Sweet and Yam	Brown	Macaroni
Yautia	Wild	Noodle
Plantain		Shells
Yuca		
Yama		
Dasheen		

H. Desserts Other than Fruit - All foods that are generally used as a dessert except fruits which are all included in Group D on page 1 of the Food Record.

Pie and cake
Pudding
Custard
Ice Cream
Ice Milk
Popsickle
Ices

I. Snack Foods - Include those foods that are high in calories and little else. Example are:

Teething biscuit
Soda Pop
Chips - potato, corn, cheese-its
cookies - all kinds

J. Fats - Includes:

Margarine or butter
Mayonnaise

Other - Cream cheese,
Pigs feet, tails, ea
Bacon, fat back
Neck bones

K. Miscellaneous - Includes Soups, Sandwiches (2 slices of bread with a filling) and those foods not covered in any other food group.

3. Column marked Kind is used to indicate a brief description of the food. For example:

cereal - oatmeal
bread - white
meat - beef
other - kool-aid

vegetables - peas
potato - white
pie - apple
cookie - chocolate
soup - chicken
sandwich - bologna

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4. Indicate time food was served (nearest half hour) in column marked Served for all foods at times other than noon meal. Check food served during noon meal. Use an R and time in Served column to indicate foods served before observer arrived.

5. The Rejection column is to be checked when baby rejects all of any food offered. Examples of rejection:

   - baby physically forced to eat and then pits up
   - baby obviously dislikes the food and refuses to swallow it
   - baby refuses to swallow even a taste of food offered from a teaspoon

   If food was served more than once indicate time of rejected amount.

6. Brand column is used for only specially prepared baby foods such as those commercially manufactured by Gerber, Heinz, Beechnut or Swift. (Indicate by initial (G,H,B,S) the brand in this column.) Use U for unknown if brand is unknown. These are not table of family foods.

7. Family is any food where the major preparation occurs in the home. This includes all fresh, canned, frozen or dried foods. Place an F in this column.

8. Record any ingredients added to a food. Examples are:

   - egg added to malta
   - sugar added to formula
   - sugar added to vegetables
   - pumpkin added to soup
   - orange juice added to milk
     (champola - Puerto Rico)
     (Morir Sonando - Dominican Republic)
     (Orange Nog - New York City)

9. Use column marked Comments to note anything unusual that will shed light on the food intake of the child. This might include an observed behavior or statements by the teacher about the foods in relation to the child.

10. Ask if formula has added iron. Also note if formular is used to thin cereal.

11. Ask about vitamin supplements since you may not observe this being offered to the child.

CHILD'S NAME
ETHNIC GROUP
CHILD'S ID NO.
SEX
AGE (MONTHS)
PROGRAM
CYCLE
DATE
TIME NOON MEAL
OBSERVER'S INITIALS

FOOD	O	KIND	SERVED	REJECTED	BRAND *	FAMILY **	INGREDIENTS ADDED	COMMENTS	CODE
A. BEVERAGES									
Formula									
Milk									
Fruit Juice									
Water									
Other									
B. CEREALS									
C. BREAD									
D. FRUIT									
E. PROTEIN FOODS									
Hi Meat Dinner (meat & cereal/veg)									
Meat, Fish, Poultry (plain)									
Egg									
Comb. Dinner (veg. & meat)									
Cheese									
Dried Peas – Beans									
Peanut Butter									
Nuts									
Other									

* B – Beechnut G – Gerber's H – Heinz S – Swift U – Unknown

** Family Foods (major preparation in home)

CHILD'S NAME	CHILD'S ID. NO.	DATE	OBSERVER'S INITIALS

FOOD	O	KIND	SERVED	REJECTED	BRAND *	FAMILY **	INGREDIENTS ADDED	COMMENTS	CODE
F. VEG.									
G. STARCHY FOODS									
Potato									
Rice									
Pasta									
Other									
H. DESSERTS OTHER THAN FRUIT									
Pie									
Cake									
Pudding									
Ice Cream									
Other									
I. SNACK FOODS									
Teething Biscuit									
Soda									
Candy									
Chips									
Cookies									
Other									
J. FATS (Visible Ones)									
Margarine or Butter									
Mayonnaise									
Other									
K. MISCELLANEOUS									
Soup									
Sandwich									
Other									

L. VITAMIN SUPPLEMENTS

☐ A ☐ C ☐ A & D ☐ Iron ☐ Multivitamin ☐ Other (Specify) ____________

B – Beechnut G – Gerber's H – Heinz S – Swift U – Unknown **Family Foods (major preparation in home)

June 20, 1973

New York City Infant Day Care Study

SUPPLEMENT TO FOOD RECORD MANUAL - 6 MONTH OBSERVATION
(See pp. 7 for 12-36 Month Additions)

Checklist of Feeding Skills

General Instructions

The Checklist of Feeding Skills is to be based only on direct observation by the observer either during the noon meal, as it is defined for Core and the Noon Meal Globals, or immediately preceding or after the Noon Meal. The Checklist is not to be completed from observations made at some other times during the day, e.g., morning or afternoon snacks.

The Checklist can be multiply-coded. Code all behaviors observed, which appear on the Checklist.

For those items where the child is given credit for performing skill(s) unassisted, the child must perform them without any intervention by the teacher. Do not make judgements about whether the child is capable of performing these skills by himself. If the teacher intervenes, even when it may not be necessary, do not give the child credit for having performed the skill(s) unassisted.

Bottle-giving

1. Bottle

The child may be given a bottle during and/or after the noon meal, or at some other time during the day. Record the bottle-giving situation whenever it is first seen.

1. Teacher holds child while child drinks bottle. Teacher may be holding the bottle or child may be partially or completely holding the bottle.

2. Child not held, but teacher holds bottle. Child is lying down in crib or playpen, etc., or placed in infant seat or high chair. Teacher holds bottle or teacher and child hold bottle.

3. Child not held/child holds bottle. Child is lying down in crib or playpen, etc., or placed in infant seat or high chair. Child holds bottle by himself. Teacher may or may not be present.

4. Bottle propped - Teacher arranges some objects to prop bottle for the child. Child may hold bottle, part of the time, but not all the time. He may rest his hand on bottle all the time.

5. Bottle giving was not observed - A bottle was not given or it was given out of sight of the observer.

General Instructions - Checklist of Feeding Skills

The primary interest here is on the highest level of feeding skills observed during the day. In order to simplify this task, the observer may multiply code this category, however, the multiple recordings should be done in pencil. At the end of the day, indicate in ink only the highest level observed and erase the additional checks made for lower-order categories.

2. Burping

1. Yes, the child was burped during and/or after the feeding

2. No, the child was not burped

3. Not observed, the child was not given a bottle, or the bottle was given out of sight of the observer.

Burping: holding the child in an upright or horizontal position in order to allow the air to escape. Some hold baby upright, with his chin on caretaker's shoulder, and pat his back (gently); some hold the baby across the knees and pat his back. The young child takes in a lot of air when he eats or sucks, and the point of burping is to help him to get rid of it.

Rating of Teacher and Child During Noon Meal: Six Month Observation

A. Teacher focus

1. on child and the feeding

   The teacher's main activity is feeding and interacting with the subject child. She looks at him, talks with him or sings to him most of the time.

2. Mixed

   The teacher divides her attention between the child and feeding the child and some other activity. The other activity may be talking to another adult present, or someone on the telephone, or she may be watching TV, or she may be watching the activity of another child in the room.

3. primarily on something or someone other than the subject child.

   She feeds the child but only occasionally looks at or interacts with him. She may praise his eating or reprimand some behavior or wipe his mouth, etc., but it is perfunctory. Her attention is primarily given to the other activity (see above, #2).

There may be unavoidable or unnecessary interruptions in the feeding process. Note whether the interruption is initiated by the teacher or by someone else. The telephone may ring, a neighbor may come to the door, another child may do something that requires the teacher's immediate attention. In such cases, the rating will depend on how the teacher handles the interruption, how much time she spends beyond the minimum amount necessary to deal with whatever has happened, and how much attention was focused on the child before and after the interruption.

Additional examples: If she, the teacher, feeds the child mechanically, without smiling, conversation, or any elaboration of the feeding, but she is not doing anything else, other than feeding and passively interacting with the child,

rate 1

If she is feeding two children simultaneously and gives equal attention to both, no matter how total her focus on the feeding process, it is still divided, from the point of view of the subject child,

rate 2

If she is holding the subject infant in her arms while feeding him, but is absorbed in watching TV (or, in conversing with another adult)

rate 3

This rating, therefore, is not going to give an index of how pleasurable the experience was for the child, or of how imaginative and interested

Rating of Teacher and Child During Noon Meal

If a non-staff person ("other adult") feeds the child, do not fill in the rating of teacher and child during noon meal except for beginning and end child affect.

If the child is given no lunch or just given a bottle which he either holds or has propped, do not fill in right side of page - i.e., rating of teacher and child.

In all the above instances, indicate on the time line why the form is incomplete.

the teacher was in the feeding situation. It should, however, tell us the extent to which the teacher focused her attention on the subject child except for unavoidable events over which she did not have control. (If there is an unusual or peculiar event that interrupts the feeding and is of an order or a duration that seems to invalidate the rating, that should be noted under "CORE Supplement: D., Unusual Conditions".

B. Child focus

1. primarily on teacher and the eating

The child is absorbed in eating and in interaction with the teacher. He watches her fill the spoon, watches the spoon approach; he often looks at her face. He may help himself; or may anticipate the spoon. He bends his body toward the spoon and the teacher. If she talks to him or sings or plays a game centered around the eating, he responds and plays his part. He may glance around the room or look at something or someone else, but his major focus is on her and the feeding.

2. mixed

The child divides his attention between the teacher and the eating and something or someone else. The other activity may be playing with a toy on the feeding table (or in his or her lap), with eating utensils other than those being used in the feeding, or the child may be watching something else going on in the room, or watching TV, or looking out the window.

3. primarily on something or someone other than the teacher and eating.

The child gives most of his attention to things, activities or persons other than the teacher, the food or the eating. He may be playful or resistant, but he gives only minimum attention to teacher or food. He may allow himself to be fed, he may look at the teacher once in a while, but his main occupation is something else; eating and being fed is incidental.

Remember that a six-month old child has a notably short span of attention and is generally highly distractible. It is not to be expected that a child of this age can focus on any one thing or process for 15, 20 or more minutes. Also, the amount of other activity in the room will necessarily influence the extent to which the child's attention will wander, as will the kind of unavoidable interruptions noted under A. So, consider the amount of invitation to distraction, and note that, especially at this age, it is not expected that the child will be 100% focused on the teacher, the food and the feeding. As in A, consider what the child does both before and after an interruption, or a distracting event, and how much his distractibility is self-initiated or invited from the outside. And remember that one's standard of expectations for "focus" for children of this age is different from that for 2 and 3 year old children. Also, note that focus on the food, the feeding and the teacher need not represent a "positive" attitude. The focus may reflect a struggle between the teacher and the child; the child may resist her efforts. But if he is primarily focused on the feeding experience, even if it is a "negative" focus, he may be rated 1/.

C, D, E, F Sequence of Affect for Teacher and Child

Beginning of Feeding is defined here, as it is in CORE, as the first presentation of the main meal to the child. Food, such as a cookie, which is being used to allay hunger until the main meal begins, is not considered part of the main meal. The "moment of presentation" coincides with when the food is presented to child in a manner that is accessible.

End of Feeding is defined as the end of presentation of food to the child--solids or a solid-liquid combination (liquid is intermittently given along with solids). If the teacher removes the food from the feeding table and then takes the child out of the table and gives him a bottle (or a second bottle), the giving of a bottle is not the last presentation of food. Thus, if the child is whining, or banging on the table, etc., when the "meal" is over, but cheers up and gurgles when he gets the bottle, the end-of-feeding affect is rated 2/.

C. Beginning of Feeding: Child Affect

1. happy

visible signs of pleasure or happiness (smile, laugh, gurgle, coo).

2. unhappy

Visible signs of unhappiness or unpleasure (cry, whine, whimper, scowl; screams, hits, throws or otherwise expresses anger).

3. neutral

No visible signs of pleasure or of unhappiness.

In order to keep confusion to a minimum, the CORE definitions of affect are used here for C-F. It is possible to give more than one rating, however. And, for the six-month old, the Observer can be more liberal in interpreting "visible signs of pleasure" than will be appropriate for children of older ages.

D. Beginning of Feeding: Teacher Affect (see above, C)

1. happy
2. unhappy
3. neutral

E. End of Feeding: Child Affect

1. happy
2. unhappy
3. neutral

F. End of Feeding: Teacher Affect

1. happy
2. unhappy
3. neutral

G. Teacher's Pace/Tempo

1. Matched: teacher matches her pace and tempo to that of child.

   Pace of teacher and child are synchronized. When child is eager and ready for the food, she gives it to him. She allows time for him to chew and swallow, and is ready with the next mouthful. If he pauses to glance around the room, she pauses to let him. She doesn't rush, stoke him like a furnace. She doesn't make him sit and wait for the next mouthful while she does something else (straighten up the table, wipe up, or some other chore, or daydreams).

2. Mixed.

   An in-between or contradictory-indicators category. Either the teacher is in tune with the child some of the time, but not consistently. Or, she may start off in tune, but then some change occurs and she shifts her behavior. (The change may result from an action of the child's or some extraneous event, or she may suddenly notice the time, or whatever). Or, she may start off erractically and settle into a rhythm that seems more synchronized with the child's. In the last case, if the early more erratic part is very brief and the bulk of the feeding fits a rating of 1/, rate 1/.

3. Mismatch, dissonance: tempo and pace of teacher does not match that of child.

   Teacher and child are out of phase with each other. She may be too slow for him, or too fast. Or, she may rush him and then keep him waiting. She may be feeding him the way she "thinks" a child should be fed, or may be feeding him the way some other child likes to be fed. But between this teacher and this child there is a lack of harmony, a misjudgment of the child's mood, actions, tempo.

H. Was the feeding experience mutually satisfying for the child and teacher, both in terms of how well they worked together in feeding and how well they related to each other on a social level?

1. Satisfying: Teacher and child worked well together and smoothly in the goal of feeding. There was an optimal amount of social interaction (smiling, talking), which was pleasurable, but did not interfere with eating.

2. Neutral or Mixed: Feeding was mechanical, impersonal, with very little social interaction of a pleasurable nature between teacher and child. Or there was a mixture of satisfying and unsatisfying aspects to the teacher-child interaction during the noon meal.

3. Unsatisfying: Teacher and child were frequently in conflict in regard to eating, with teacher attempting to force child, who refused to eat. There was an atmosphere of mutual frustration, tension, often punctuated by scolding and crying.

SUPPLEMENT TO FOOD RECORD – 6 MONTHS OBSERVATION

CHILD'S NAME		CHILD'S ID NO. (1-6)
DATE OF OBSERVATION	OBSERVATION CYCLE 0 (7)	OBSERVER'S INITIALS

CHECKLIST OF FEEDING SKILLS OBSERVED DURING LUNCH

INSTRUCTIONS: *Check all the following behaviors observed. Do not score on basis of information provided by teacher which is not observed.*

A. LIQUIDS

1. ☐ Drinks from bottle unassisted
2. ☐ Drinks from cup or glass unassisted, with little spilling
3. ☐ Pours liquids from container into cup or glass with little spilling

_______ (9)

B. SOLIDS

1. ☐ Uses fingers for eating table food
2. ☐ Attempts to use spoon, but requires help
3. ☐ Feeds himself using spoon, with little spilling
4. ☐ Uses fork easily, if food is cut up
5. ☐ Uses table knife for spreading butter, jam, etc.

_______ (10)

1. BOTTLE

1. ☐ Given: teacher holds child
2. ☐ Given: child not held but teacher feeds
3. ☐ Given: child not held/child holds bottle
4. ☐ Given: bottle propped
5. ☐ Bottle giving not observed

_______ (19)

2. BURPING

1. ☐ Yes
2. ☐ No
3. ☐ Not observed

_______ (20)

RATING OF TEACHER AND CHILD DURING NOON MEAL

INSTRUCTIONS: Check the number which best describes lunch.

A. TEACHER FOCUS

1. ☐ On child and feeding
2. ☐ Mixed
3. ☐ Other

_______ (11)

B. CHILD FOCUS

1. ☐ On Teacher and eating
2. ☐ Mixed
3. ☐ Other

_______ (12)

C. BEGINNING: CHILD AFFECT

1. ☐ Happy
2. ☐ Neutral
3. ☐ Unhappy

_______ (13)

D. BEGINNING: TEACHER AFFECT

1. ☐ Happy
2. ☐ Neutral
3. ☐ Unhappy

_______ (14)

E. END: CHILD AFFECT

1. ☐ Happy
2. ☐ Neutral
3. ☐ Unhappy

_______ (15)

F. END: TEACHER AFFECT

1. ☐ Happy
2. ☐ Neutral
3. ☐ Unhappy

_______ (16)

G. TEACHER'S PACE

1. ☐ Matches child's
2. ☐ Mixed
3. ☐ Mismatch

_______ (17)

H. MUTUAL SATISFACTION

1. ☐ Satisfying
2. ☐ Neutral or mixed
3. ☐ Dissatisfying

_______ (18)

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_______ (79) 3 (80)

SUPPLEMENT TO FOOD RECORD MANUAL - 12 to 36 MONTHS OBSERVATION

I and II Checklist of Feeding Skills (see page 1)

A. Bottle (see page 2)

B. Pacifier

1. Used frequently

The child uses a pacifier during a good part of the day. He has the pacifier in his mouth when engaged in play or social activities, as well as during sleep/relaxing or feeding or distress situation.

2. Used infrequently

The child occasionally uses a pacifier. He may put it in his mouth when he is feeling distress or prior to eating or some other time. He may only put it in his mouth for a minute or so, or he may use it for a block of time, but it is not a constant occurrence.

3. Used for sleeping only

The child only uses the pacifier prior to sleep or while he is resting, on bed/cot, etc., during nap time.

4. Not observed

The child did not use a pacifier or the observer did not see him use one.

1. Lunch situation

1. Sit-down lunch

The child is seated while he eats all or most of his main meal. He might be seated at a table or in a high chair/feeding tender, or simply seated, e.g., in a chair or playpen.

2. No sit-down lunch

The child moves around while he eats all or most of his lunch. The child is not seated.

*3. No lunch

The child is not given lunch or lunch is presented and the child rejects it. In the latter case, the teacher does not offer an alternative so the child does not eat lunch. A bottle alone is to be considered no lunch.

*If 13, stop rating.

2. Who feeds meal

   1. Child feeds self most of meal

      The child feeds himself most of the main meal either with utensils or his fingers. The teacher may give him an occasional assist or may start him off on a food. If there are a number of different kinds of foods, she may even feed him one of them, e.g.,soup.

   2. Child feeds self some of meal

      The child feeds himself some of the main meal, and the teacher feeds him some. The child may take a spoonful of food, and then the teacher may give him a spoonful, etc., or the teacher may entirely feed him a couple of the foods, while the child feeds himself the other foods.

   3. Teacher feeds child most of meal

      The teacher feeds the child most of the main meal. The child may take an occasional spoonful or feed himself finger food, e.g., carrot sticks, cookies, crackers.

3. Group situation

   Yes - Check yes, if the child is sitting down and eating with another child or other children. Any person 12 years of age or younger is to be considered another child. The children may be seated around a table or in individual high chairs/tenders, etc. In the latter case, the chairs must be close enough to each other so that our child can easily hear what the other child(ren) is saying.

   No - Check no, if the child is eating alone or with an adult, or if the chairs are placed at a distance from each other, making communication difficult.

4. Atmosphere of lunch situation

   1. Pleasant

      Atmosphere of lunch situation is harmonious, relaxed and cheerful. There is minimal teacher(s) - child(ren) friction or children-children friction. Lunch proceeds in a relaxed, but somewhat organized manner. There is a general feeling of enjoyment/friendliness among the participants.

   3. Neutral

      Lunch proceeds in a businesslike,bland, not very interesting manner. Nothing special happens. Teacher(s)and child(ren) don't interact very much, either positively or negatively.

5. Unpleasant

The atmosphere of the lunch is discordant, tense, and/or disorganized. There is teacher(s) - child(ren) or child(ren)-child(ren) friction, or conditions are chaotic (children grabbing for food, TV-radio blaring, lots of jumping up and down).

5. Child focus

1. Primarily on eating

The child is primarily involved in eating. If any conversation occurs, he may or may not attend or participate. He may occasionally glance around the room or look at something else, but he is focused on the eating process.

2. Mixed

The child divides his attention between eating/conversation and some other activity, e.g., listening to music, playing with a toy, watching TV, looking out the window, etc.

3. Primarily on other activity

The child is primarily involved in an activity other than eating. The child may not be hungry, or he may dislike the foods which are being offered, or he may be more interested in doing something else, e.g., watching an exciting part of a TV program, a conflict between other children, sitting and day-dreaming. Eating is secondary; the feeding process is incidental.

6. Child's enjoyment of lunch situation

1. Enjoys

He reacts with pleasure when lunch is announced, or when the food appears. The child eats with gusto. He doesn't have to lick his platter clean, but he should show enjoyment of what he does eat.

Consider the general quality of the lunch situation. If it is unpleasant and he is eating his food with pleasure, code 1.

3. Neutral

The child eats his food but doesn't give signs of enjoying it especially. He doesn't look unhappy, but he doesn't show or express any enthusiasm for the food.

5. Doesn't enjoy

The child clearly does not enjoy the lunch situation. He may pick at his food. He may resist being fed. He may be very tired and not interested in eating, or, he may not like any of the foods offered. He may get into a conflict with the teacher or another child, (about the food, or about something else). In short, he doesn't enjoy lunch.

7. Teacher present in meal situation

   1. Most of time

      The teacher is physically present in the meal situation. She sits with the child or near the child during all or most of the meal. She might also be standing and supervising the meal. The teacher may or may not be interacting with the child.

   2. Some of time

      The teacher is present during some of the meal. She sits with the child or sits/stands near him. During the time she is not present, she may leave the room or she may go to another part of the room and be focused on another activity. She is out of the child's meal situation during this time.

   **3. Minimal

      The teacher presents the meal, and then withdraws from the meal situation or only occasionally becomes a part of it. She may leave the room or she may be in a different part of the room. She is entirely or almost entirely out of the child's meal situation.

8. Teacher-child interaction

   1. Teacher interacts with child most of time

      The teacher interacts, verbally or non-verbally with the child during most of the meal. The interaction may be related to the food and eating, or it may not be. The interaction may be friendly, neutral or unfriendly.

   3. Teacher interacts intermittently

      The teacher interacts, verbally or non-verbally with the child during some of the meal. She may be dividing her attention between the sample child and another child(ren) or she may only be present during some of the meal. As in the above, the interaction may be friendly, unfriendly or neutral.

   5. Minimal interaction

      The teacher is present in [illegible] meal situation at least part of the time, but only occasionally or never interacts with the child.

**If 7-3, stop rating.

9. Teacher's enrichment of lunch situation

1. Enriches

The teacher enriches lunch in a positive manner. She facilitates the child's enjoyment of the lunch situation. She uses lunch time as a social occasion as well as a time for eating. She makes it a social occasion by promoting peer-peer interaction or by her own interaction with the child(ren). She may talk to the child about food and eating or some other topic. She may put on a record as an accompaniment to lunch or have the child(ren) do something special at the beginning or at the end of lunch, e.g., sing a song. She may play a game. (If she plays a game, it should enrich the lunch situation, not interfere. (See below)

2. Doesn't enrich/interfere

The teacher uses lunchtime primarily as an occasion for eating. She adds little beyond the necessary presentation of food and reminders about eating, table manners, etc. She engages in little conversation and/or does not promote peer-peer conversation; she may even actively discourage social exchange, e.g., "Stop talking and eat."

3. Interferes

The teacher introduces an activity which interferes with eating and/or overstimulates the child(ren). The child becomes so engaged with the activity that he winds up eating very little of his food

OR

The child(ren) initiates an overstimulating game and she doesn't redirect him (them).

10. Teacher's responsiveness to child's cues

1. Responsive

In rating the teacher as responsive, the teacher does not have to respond in all the ways listed below. The way in which she responds will depend upon the child's level of development, his personality and his state. In other words, depending upon the cues the child exhibits, she may be rated as responsive, if she does some of the following in conjunction with his cues.

Lunch is presented soon after the child is "set-up" for it, e.g., seated at a table, in a high-chair, etc. If the child indicates that he is hungry, she may let him have a cracker or some other finger food prior to the main meal. If he seems tired, she may feed him a little earlier than usual or feed him part of the meal, even though he is able to feed himself.

If she is feeding more than one child, the sample child is not made to wait too long for each mouthful. (Note: Use the child's cues - fidgeting, irritability, etc. - to determine if it's too long). She distributes her time fairly. She does not make our child sit there and watch another child eat, when he, himself is hungry.

She is sensitive to his interest in feeding himself. She works out compromises which enable him to both eat the food and at the same time participate in feeding. For example, if he grabs for the spoon, she lets him attempt to feed himself a few spoonsful, or she gives him another spoon. If he wants to drink his milk/juice by himself, she lets him try while giving him as much assistance as he needs.

She encourages him to eat everything, but forces him to eat nothing. If the child rejects a food, after being encouraged, she accepts his rejection.

She expects a certain amount of spillage. She doesn't stand over the child with a wash-cloth in her hand. She doesn't make him miserable if his aim is less than perfect and he makes some mess.

She occasionally suggests to the child ways to master the skill of feeding, e.g., holding the spoon straight, keeping the plate as close as possible, etc. When she makes these suggestions, her tone is friendly.

3. Mixed

If the teacher does some of the things listed under 1, and some of the things listed under 5, code 3. For example, she does not make the child wait too long for food, she encourages his efforts to feed himself, but she doesn't get upset by spillage, and she forces him to eat one food.

5. Unresponsive

In rating the teacher as unresponsive, the teacher does not have to respond (or fail to respond) in all the ways listed below. Her unresponsiveness will depend, to a great extent, upon the cues which the child exhibits. She may be rated as unresponsive, if she does some of the following in conjunction with the relevant cues.

The child may be made to wait for some time before lunch is presented. The teacher may be dictatorial even before lunch begins, e.g., while the child waits, he must place his hands on his lap rather than on the table.

The teacher may not make allowance for the state of the child. For example, if he is tired, she may not assist him; if he is hungry, she may not present finger food prior to the main meal.

If she is feeding the child, she may make him wait too long for each spoonful, as indicated by the child becoming irritable, fidgety. She may be distracted or attending to too many children. She may divide her attention unfairly, so that our child gets less attention than another.

She may ignore or actively discourage his attempts to feed himself. If he grabs for the spoon, she may not let him hold it or she may not even notice that he wants to hold it. Conversely, she may let him try, but if he is unable to do it, she may become adamant and not let him try again.

She may become upset when he spills food. She may constantly be wiping food off him, or she may make derogatory comments about his table manners. She may correct him in an unfriendly, impatient manner.

She may fail to encourage him to eat, if he is not eating or to give him the assistance he needs in order to eat. On the other hand, she may force him to eat something he dislikes or insist that he eat everything on the plate. She may try to make unfair bargains with him, e.g., eat the green beans, then you can have the dessert, when it is obvious that the child hates the green beans. In short, she may not consider the child's food preferences.

She may introduce activities which interfere with the child's eating and/or which overstimulates the child.

New York City Infant Day Care Study

SUPPLEMENT TO FOOD RECORD—12 TO 36 MONTHS OBSERVATION

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CHILD'S NAME		CHILD'S I.D. NO. (1–6)
DATE OF OBSERVATION	OBSERVATION CYCLE (7)	OBSERVER'S INITIALS

CHECKLIST OF FEEDING SKILLS OBSERVED DURING LUNCH

I. LIQUIDS

(9) 1. ☐ Drinks from bottle unassisted
- 2. ☐ Drinks from cup or glass unassisted with little spilling
- 3. ☐ Pours liquids from container into cup or glass with little spilling

II. SOLIDS

(10) 1. ☐ Uses fingers for eating table food
- 2. ☐ Attempts to use spoon, but requires help
- 3. ☐ Feeds himself using spoon, with little spilling
- 4. ☐ Uses fork easily, if food is cut up
- 5. ☐ Uses table knife for spreading butter, jam, etc.

A. BOTTLE

(11) 1. ☐ Given: teacher holds child
- 2. ☐ Given: child not held but teacher feeds
- 3. ☐ Given: child not held/child holds bottle
- 4. ☐ Given: bottle propped
- 5. ☐ Not observed

B. PACIFIER

(12) 1. ☐ Used frequently
- 2. ☐ Used infrequently
- 3. ☐ Used for sleeping only
- 4. ☐ Not observed

RATING OF TEACHER AND CHILD DURING LUNCH

1. LUNCH SITUATION

(13) 1. ☐ Sit-down lunch
- 2. ☐ No sit-down lunch
- *3. ☐ No lunch

2. WHO FEEDS MEAL

(14) 1. ☐ Child feeds self most of meal
- 2. ☐ Child feeds self some of meal
- 3. ☐ Teacher feeds child most of meal

3. GROUP SITUATION

(15) 1. ☐ Yes
- 2. ☐ No

4. ATMOSPHERE OF LUNCH SITUATION

(16) 1. ☐ Pleasant
- 2. ☐
- 3. ☐ Neutral
- 4. ☐
- 5. ☐ Unpleasant

5. CHILD FOCUS

(17) 1. ☐ Primarily on eating
- 2. ☐ Mixed
- 3. ☐ Primarily on other activity

6. CHILD'S ENJOYMENT OF LUNCH SITUATION

(18) 1. ☐ Enjoys
- 2. ☐
- 3. ☐ Neutral
- 4. ☐
- 5. ☐ Doesn't enjoy

7. TEACHER PRESENT IN MEAL SITUATION

(19) 1. ☐ Most of time
- 2. ☐ Part of time
- **3. ☐ Minimal

8. TEACHER–CHILD INTERACTION

(20) 1. ☐ Teacher interacts with child most of the time
- 2. ☐
- 3. ☐ Teacher interacts intermittently
- 4. ☐
- 5. ☐ Minimal interaction

9. TEACHER'S ENRICHMENT OF LUNCH SITUATION

(21) 1. ☐ Enriches
- 2. ☐ Doesn't enrich or interfere
- 3. ☐ Interferes

10. TEACHER'S RESPONSIVENESS TO CHILD'S CUES

(22) 1. ☐ Responsive to child's cues
- 2. ☐
- 3. ☐ Mixed
- 4. ☐
- 5. ☐ Unresponsive

* If 1-3, stop rating

** If 7-3, do not rate 8, 9, or 10

_____ (75) __4__ (80)

New York City Infant Day Care Study

CHECKLIST OF TEACHER–CHILD INTERACTION: LEARNING

8/74

CHILD'S NAME

CHILD'S I.D. NO. (1–6)

DATE OF OBSERVATION (7–12)

OBSERVATION CYCLE (13)

TIME ☐ AM ☐ PM (14)

OBSERVER'S INITIALS

A. WHO
(16) 1. ☐ 1 – 1
2. ☐ T/more than one
3. ☐ Mixed

B. WHICH TEACHER(S)
(17) 1. ☐ T. 1
2. ☐ T. 2
3. ☐ T. 3

C. LENGTH OF INTERACTION
(18) 1. ☐ Less than 30 seconds
2. ☐ Between 30 sec. & 3 min.
3. ☐ More than 3 min.

D. WHO CHOOSES ACTIVITY
(19) 1. ☐ Child
2. ☐ Teacher
3. ☐ Peer
4. ☐ Unknown

E. ACTIVITIES
(20) 1. ☐ Self–help
2. ☐ Exploration
3. ☐ Gross motor
4. ☐ Creative/construction
5. ☐ Expressive
6. ☐ Social–affective play
7. ☐ Role/dramatic play
8. ☐ Language teaching
9. ☐ Concept/class/abstract
10. ☐ School oriented
11. ☐ Social rules

F. TEACHING TECHNIQUES*
(21) 1. ☐ Orients
2. ☐ Demonstrates
3. ☐ Informs
4. ☐ Suggests strategy
5. ☐ Assists/participates
6. ☐ Varies/extends activity
7. ☐ Seeks evidence of child's understanding
8. ☐ Extended observation
9. ☐ Instructs/directs

G. TEACHER'S MOTIVATIONAL TECHNIQUES*
(22) 1. ☐ Encourages/reassures
2. ☐ Praises
3. ☐ Material reward
4. ☐ Gives informational feedback
5. ☐ Focuses attention
6. ☐ Criticizes/shames
7. ☐ Forces/coerces
0. ☐ No motivational technique used

H. CHILD'S INTEREST/INVOLVEMENT
(23) 1. ☐ High
2. ☐
3. ☐ Moderate
4. ☐
5. ☐ Low

I. CHILD'S AFFECT
(24) 1. ☐ Happy
2. ☐
3. ☐ Neutral/comfortable
4. ☐
5. ☐ Unhappy

J. TEACHER'S INTEREST/INVOLVEMENT
(25) 1. ☐ High
2. ☐
3. ☐ Moderate
4. ☐
5. ☐ Low

K. TEACHER'S AFFECTIVE RESPONSE TO CHILD
(26) 1. ☐ Warm/affectionate
2. ☐
3. ☐ Neutral
4. ☐
5. ☐ Hostile/cold

L. TEACHER'S RESPONSIVENESS TO CHILD'S CUE
(27) 1. ☐ Responsive
2. ☐
3. ☐ Mixed
4. ☐
5. ☐ Unresponsive

______(28)

______(29)

______(30)

* Multiple Code

______ (31)   6 (80)

New York City Infant Day Care Study

CHECKLIST OF TEACHER–CHILD LANGUAGE

8/74

CHILD'S NAME

CHILD'S I.D. NO. (32–37)

DATE OF OBSERVATION

OBSERVATION CYCLE

TIME ☐AM ☐PM

OBSERVER'S INITIALS

TEACHER (Check only behavior directed to sample child)

TEACHER'S VERBAL BEHAVIOR		(Check One) Yes (1)	No (2)
1. Speaks to C at least once during Obs period.	(38)		
2. Generally speaks to C in clear, understandable language.	(39)		
3. Teaches new words, verbal concepts.	(40)		
4. Converses with C about ongoing activity.	(41)		
5. Converses with C about topic not directly connected with on-going activity.	(42)		
6. Engages in playful verbal interchange with C.	(43)		
7. Encourages/prompts C to speak.	(44)		
8. Asks C questions and encourages verbal response.	(45)		
9. Gives reasons, explains	(46)		

TEACHER'S RESPONSE TO CHILD'S BEHAVIOR		Yes (1)	No (2)	N.A.(3)
1. Responds verbally when C vocalizes to her.	(47)			
2. Complies non-verbally with vocal request by child.	(48)			
3. Answers C's questions with more than yes or no.	(49)			

CHILD (Check all vocal behavior directed to others or self)

CHILD'S VOCAL BEHAVIOR		(Check One) Yes (1)	No (2)
1. Vocalizes at least once during obs. period.	(51)		
2. Speech is generally clear enough for O to understand most of it.	(52)		
3. Produces single words.	(53)		
4. Produces 2 or 3 word phrases.	(54)		
5. Produces simple complete sentences, with subject and predicate.	(55)		
6. Names objects or asks for names of objects.	(56)		
7. Converses about on-going activity.	(57)		
8. Converses about topic not directly related to on-going activity.	(58)		
9. Asks questions.	(59)		
10. Engages in playful vocal interchange.	(60)		
11. Talks to self.	(61)		

CHILD'S RESPONSE TO OTHER'S VERBAL BEHAVIOR		Yes (1)	No (2)	N.A.(3)
1. Responds vocally when spoken to.	(62)			
2. Complies non-verbally with verbal request by others.	(63)			
3. Answers questions, with more than yes or no.	(64)			

(75) 6 (80)

New York City Infant Day Care Study

CHECKLIST OF TEACHER–CHILD INTERACTION:CONTROL

8/74

CHILD'S NAME		CHILD'S ID NO. (1–6)
DATE OF OBSERVATION (7–12)	OBSERVATION CYCLE (13)	OBSERVER'S INITIALS

1ST CONTROL ISSUE

(15) TIME ☐ AM ☐ PM

A. CONTROL ISSUE

(16) 1. ☐ Teacher refuses child's request or demand
2. ☐ Teacher limits child's choice play materials, play area, activity or behavior
3. ☐ Verbal conflict with peer
4. ☐ Exhibition of wild, noisy or disruptive behavior
5. ☐ Verbal or physical aggression to adult
6. ☐ Destruction of play material or other equipment
7. ☐ Physical conflict with peer
8. ☐ Potential danger situation to either self or peer

B. TEACHER'S CONTROL TECHNIQUES*

(19) 1. ☐ Gives Reasons
2. ☐ Praises
3. ☐ Promises, rewards
4. ☐ Diverts, distracts
5. ☐ Asks, tells
6. ☐ Physically restrains, removes
7. ☐ Threatens, screams
8. ☐ Punishes – isolates, deprives
9. ☐ Denigrates, shames
O. ☐ Punishes – hits, spanks shakes
X. ☐ No response

C. OUTCOME PATTERN

(20) 1. ☐ Immediate compliance
2. ☐ Compliance after teacher persists
3. ☐ Unknown–Obs. period ends while teacher is persisting
4. ☐ Teacher intervenes after misbehavior has ended
5. ☐ Teacher forces compliance through physical force or punishment
6. ☐ Non-compliance – teacher gives up

D. AFFECTIVE QUALITY OF INTERCHANGE

(21) 1. ☐ Warm, friendly
2. ☐
3. ☐ Neutral
4. ☐
5. ☐ Stormy, bitter conflict

2ND CONTROL ISSUE

(22) TIME ☐ AM ☐ PM

A. CONTROL ISSUE

(23) 1. ☐ Teacher refuses child's request or demand
2. ☐ Teacher limits child's choice play materials, play area, activity or behavior
3. ☐ Verbal conflict with peer
4. ☐ Exhibition of wild, noisy or disruptive behavior
5. ☐ Verbal or physical aggression to adult
6. ☐ Destruction of play material or other equipment
7. ☐ Physical conflict with peer
8. ☐ Potential danger situation to either self or peer

B. TEACHER'S CONTROL TECHNIQUES*

(26) 1. ☐ Gives Reasons
2. ☐ Praises
3. ☐ Promises, rewards
4. ☐ Diverts, distracts
5. ☐ Asks, tells
6. ☐ Physically restrains, removes
7. ☐ Threatens, screams
8. ☐ Punishes – isolates, deprives
9. ☐ Denigrates, shames
O. ☐ Punishes – hits, spanks, shakes
X. ☐ No response

C. OUTCOME PATTERN

(27) 1. ☐ Immediate Compliance
2. ☐ Compliance after teacher persists
3. ☐ Unknown–Obs. period ends while teacher is persisting
4. ☐ Teacher intervenes after misbehavior has ended
5. ☐ Teacher forces compliance through physical force or punishment
6. ☐ Non–compliance – teacher gives up

D. AFFECTIVE QUALITY OF INTERCHANGE

(28) 1. ☐ Warm, friendly
2. ☐
3. ☐ Neutral
4. ☐
5. ☐ Stormy, bitter conflict

*Multiple Code

____ (75) __7__ (80)

April 4, 1974

CHECKLISTS OF TEACHER-CHILD INTERACTION: LEARNING, CONTROL LANGUAGE

(12 to 36 month observations)

MANUALS

General Introduction and Procedure

The Checklists of Teacher-Child Interaction are designed to give us more detailed information than we obtain in CORE, about how teacher and child interact. We have chosen three areas of behavior for a more "in depth" study: behavior during learning, behavior in control situations and language.

The observer completes the Checklists on the same day in which CORE data is collected. The Checklists are used when the child is 12, 18, 27, and 36 months of age. They are based upon observations of the teacher(s) interacting with the sample child in the child's setting-center, day care home or home.

The time schedule to be followed in collecting observational data for the Checklists is as follows:

1. Checklist observation periods start fifteen minutes after the beginning of the designated CORE period, i.e., 10:15, 10:45, 11:15, etc., and last for fifteen minutes, i.e., 10:15 - 10:30, 10:45 - 11:00, etc.

2. The observer is to look for a maximum of ten minutes within this period. A five minute recording period follows the ten minutes of observation. If a learning, control or language interaction occurs after ten minutes, the observer does not record it.

3. As soon as a learning, control or language interaction occurs, the observer begins her assessment. The interaction is to be followed through to its termination, provided it takes no longer than the alloted 10 minutes "watching" period. If this time has expired before the interaction is concluded, the observer records as much as she has seen.

4. The Language Checklist can be based upon teacher and child language during a learning interaction or a control interaction or interaction in neither of these contexts. If it is based upon language during learning or control, the checklist is to be completed, after the observer has filled out the Learning Checklist or Control Checklist.

5. During a given observational period, one learning, one control, and one language can be recorded, as long as they have occured before the ten minute "watching" period has passed. Therefore, if learning, control and language occur within the 10 minute period, record all three. However, do not record more than one of each type during a separate observational period. For example, do not record two controls during an observational period; or if language is used during both learning and control, only record one instance of language. In all cases, record the first and do not record the second instance.

6. Each Control Checklist must be based upon observations from different observational periods. Each Learning Checklist must be based upon observations from different observational periods. Each language must be based upon observations from different observational periods.

7. The choice of which interaction assessment to make is determined by what occurs first during the observation period. However, as soon as two Control Checklists or two Learning Checklists or two Language Checklists have been completed, the rest of the observational periods should be used to look for two instances of the others.

8. The observer tries to obtain two Control Checklists, two Learning Checklists and two Language Checklists over the course of the day. In some settings, however, two instances of control or two instances of learning or two instances of language may not occur during the assigned observation periods. The observer then obtains what she can.

9. If the observer has to go back to the setting on another day to collect the required number of CORES for the sample child, she can then try to obtain any Checklists which have not been completed.

July 9, 1973

CHECKLIST OF TEACHER-CHILD INTERACTION: LEARNING
(12 to 36 month observations)

MANUAL

Introduction

1. The kinds of interactions to be recorded

The checklist of Teacher-Child Interaction: Learning assess what occurs between teacher and child in learning situations. Although we recognize that the child learns a great deal from simply observing the people in his environment and from interacting on his own with the objects around him, for the purposes of this Checklist, we will only observe learning as it occurs in active interaction with the teacher.

Active interaction means that something overt happens between the child and teacher, above and beyond one person watching the other. Either the child or teacher communicates, verbally or non-verbally with the other, and then they partake in one of the activities defined in the K or L column of CORE (Didactic or Non-didactic teaching). Any communication or activity which does not fall into the K or L column of CORE is not to be recorded. The interaction begins as soon as the "invitation" "invitation" is tendered. Record interactions in which the "invitation" is accepted. Do not record interactions in which the "invitation" is not accepted. For example, the teacher asks the child to play ball, and the child does not respond. Record interactions which center around play. Record interactions which involve the exchange of information. Record interactions which center around routine care if the teacher encourages the child to help himself. Do not record interactions involving just comforting, or interactions in which the teacher only attempts to control or discipline the child.

If a control issue arises during a learning interaction, do not code for control; just code for learning. It may not always be clear whether a teacher is teaching a child or controlling him. If the observer is in doubt, she should code under learning rather than control.

Examples of interactions to be coded

a. Teacher corrects child's language

b. Child asks teacher a question and teacher imparts information.

c. Child shows teacher how he zippered up his jacket and teacher praises him.

d. Teacher shows child how to play a game or use a material.

e. Teacher and child play ball together, i.e., they participate in play on a peer level.

f. Teacher questions child to gain evidence of child's understanding.

Exclusions:

a. Interactions which involve control issues only.

b. Interactions which involve the giving of routine information, e.g., Child asks teacher, "where ball?" and teacher says, "There"; teacher informs child that she is going into the next room, etc.

c. Interactions which involve greetings/farewells and nothing further. The teacher is not "teaching" the child to say, hello, goodbye, etc.

d. Interactions around routine care, where teacher is not encouraging child to help himself; teacher is totally doing it for child, e.g., putting on his jacket.

e. Child has a falling out with another child and comes to teacher for comfort. Teacher hugs or kisses child but does or says nothing further.

2. The end of the interaction

The interaction ends as soon as either the teacher or child leaves the situation. If another learning interaction occurs before the observational "watching" time has run out, the observer would not record it.

A. Who

This pertains to whether the teacher is giving the child individual attention or giving the child attention as a member of a group.

1. 1 - 1

The child is in a one-to-one interaction with the teacher.

Examples:

a. Child and teacher alone. There are no other children with them as they interact.

b. Child and teacher in a group. Other children are present, but the teacher is directing her attention to our child, or our child requests and receives attention from the teacher. For example, the children are seated at a table stringing beads; the teacher is showing our child how to do it.

Exclusion:

a. Do not code A-1 if the child is relating to the teacher as a member of a group, but has not received individual attention from her.

2. Teacher/more than one

The child is relating to the teacher as a group member; he is not receiving individual attention from her.

Examples:

a. Our child and other children are listening to the teacher tell a story.

b. The teacher, our child and other children play a circle game.

Exclusion:

a. Our child is sitting with other children and the teacher's attention is focused on one of those children.

3. Mixed

During the course of the interaction, part of the time the child receives individual attention from the teacher, while the rest of the time he interacts with the teacher as a member of a group.

B. Which teacher(s)

This pertains to which teacher(s) the child is interacting with.

If the child is interacting with two teachers during the activity, check T. 1 and T. 2. If the child is interacting with three teachers, check all three boxes.

Space has been provided for the recording of as many as three teachers. If more than three teachers are involved, focus upon the three who are interacting most with the child.

C. Length of interaction

This pertains to the amount of time the teacher and child interacted. Check the appropriate box. Scan your stopwatch to determine the amount of time.

D. Who chooses activity

This pertains to who chooses the activity. It does not pertain to who initiates the interaction, since the same person may not do both.

1. Child

The child chooses the activity and the teacher relates to that activity during most of the interaction. When she begins to relate to the child, she does not change the activity category (see below for activity categories), or the child spontaneously joins an activity in which the teacher is already engaged. He is not asked to join in.

Examples:

a. The child is rolling a ball. The teacher joins him and they play a game of rolling the ball.

b. The child approaches the teacher. The teacher suggests that the child find a toy with which they can play. The child finds a toy and they play with it together.

c. The teacher is putting blocks on the shelf. The child spontaneously helps her.

Exclusion:

a. The child is stacking blocks. The teacher approaches the child and asks him to imitate her as she counts them.

2. Teacher

The teacher initiates the activity or changes the child's activity so it falls into a different activity category.

Examples:

a. The teacher gives the child the Surprise Box and asks him to open the doors.

b. The child is banging on a can. The teacher pulls him up and suggests that he show her how he can walk.

Exclusion:

a. The teacher and children are playing "Ring-Around-The-Rosy". Our child spontaneously joins the circle.

3. Peer

Another child initiates the activity. He indicates, verbally or non-verbally, that he wants our child to join him and the two children interact with each other. The teacher may already be interacting with the other child or she may interact with them when the two are already together. The teacher relates to their activity.

Examples:

a. Another child is playing house and asks our child to join him. The teacher joins the two of them.

b. Another child pulls our child by the hand and leads him to the rocking-boat. The teacher joins the two of them.

Exclusion:

a. Some children are climbing up the sliding-board. Our child decides to join them. In this case, the sample child chose the activity.

4. Unknown

The observer did not see who chose the activity, i.e., the activity was already in progress when the observer began to observe.

E. Activity

This pertains to the kind of activity or activities in which the teacher and child are engaged. The activity can be one which involves materials or one which does not involve materials. For example, the teacher is giving the child abstract information.

Judgment of activity is based upon what the teacher is emphasizing during the interaction. For example, suppose the child and teacher are playing with the Post Office Form Box; this toy is designed to teach the child form; the child, however, is not inserting the blocks through the form holes in the top; he is opening the door at the bottom and filling it up and emptying it; the teacher is attempting to redirect his behavior.

In such an instance, the observer would check under concept formation/ classification/abstract information, rather than exploration.

The observer only checks the dominant activity, the teacher emphasizes, that is, the activity upon which she is most focused. For example, the child is in the rocking-boat, rocking with minimal help from the teacher; at the same time, they are singing, "Row, Row, Row Your Boat." The observer would check expressive, rather than gross motor.

In short, the activities section is not to be multiply coded. Furthermore, if the teacher or child introduces a second activity after finishing with, or losing interest in the first, we will not record anything about the second activity. For example, the teacher and child are looking at a book; the child gets up, pulls her by the hand and leads her to the hobby horse; the teacher puts the child on the hobby horse. The observer would only check language teaching, and fill out the other sections of the checklist according to what occurred during language teaching.

1. Self-help

The activity centers around teaching or encouraging the child to act independently in the areas of feeding, toileting, cleaning, dressing and care of play materials.

Examples:

a. It's snack time. The teacher shows the child how to pour his own juice.

b. The teacher encourages the child to use the potty.

c. The child is working on a button (or zipper or lacing) frame or dressing the Dapper Dan/Dressy Bessy clothing doll; the teacher assists him.

d. The activity is putting the toys back on the shelves before going out to play. The child puts some blocks on the shelf and the teacher responds positively.

Exclusions:

a. The child is investigating the contents of a drawer. He is pulling things out and putting them back in. Record such activities under exploration in contrast to d. above.

b. The teacher is doing something for the child. She doesn't show him how to do it or encourage him to do it. Do not code such interaction on this checklist.

2. Exploration

The activity centers around the manipulation of material or materials. The material may be manipulative or auditory manipulative. It may be a fluid or flexible material such as water or clay.

B. Activity

If the teacher emphasizes two activities and the observer is unable to determine which one is dominant, check the activity in which she first engaged.

The child may be simply holding, banging, feeling, shaking, moving, etc., an object or he may be manipulating one object in relation to another.

The child is finding out about objects and discovering what he can do with them, or the child is having a sensory experience.

The child is not manipulating material as a means to an end. He is not in the process of making a product, nor is he ordering or grouping the materials.

Examples:

a. The child is engaged in a push-pull activity. The object he is manipulating is small. He is primarily using his hands. The teacher pushes it back and forth to him.

b. The child is turning the pages of a book. He is not focusing on the pictures in the book. He is focused on turning pages, turning the book around, feeling the paper, etc. The teacher talks to him about what he is doing.

c. The child is learning how to string beads. The teacher suggests strategies for approaching the problem, e.g., pull the string all the way through the hole, etc.

d. The child is banging on an xylophone. The teacher is helping him learn how to hold the stick and to coordinate his movements. She does not focus upon his making music.

e. The child is playing with the rack-a-stack. He makes no effort to order the rings. He is learning how to put rings on sticks, and this is what the teacher focuses upon.

f. The child is playing with sets of material such as the nesting cups/nesting barrels. He makes no effort to order them, e.g., he lines the cups up in a random manner or just opens and closes the barrels; nor does the teacher encourage him to order them.

g. The teacher and child play hide-and-seek with objects.

h. The child and teacher engage in mirror play.

i. The child is trying to shake a mobile. The teacher encourages him.

j. The teacher readjusts a hand puppet, so it fits on the child's hand. She explains to him how he must hold it.

Exclusions:

a. The child is stacking blocks. The teacher assists him. Although his primary concern may be to get one block on top of another, rather than make a product, the teacher's emphasis is upon the product, e.g., "Let's build a house; we can make a house with the blocks", etc. Check the activity as creative/constructive.

b. The child is using a crayon. Although he may still be in the stage where he is just learning to use a crayon, the teacher emphasizes how he is making a picture. Check the activity as creative/constructive.

c. The teacher demonstrates how hand-puppets are used. She acts out a little "play" with the puppet. Check the activity as role/dramatic play.

3. Gross motor

The child is engaged in large muscle activity which involves the movement of his total body in space. The gross motor activity is the primary activity; it is not a means to an end. It plays a dominant, and not a secondary role, and it is what the teacher is stressing. The teacher encourages or facilitates the activity.

Examples:

a. The teacher encourages the child to walk by putting out her hands.

b. The child reaches out to the teacher, as he goes up the slide steps. The teacher holds his hand.

c. The children have a race.

d. The child is pushing and pulling an object as he walks. The teacher encourages him.

e. The teacher is pushing the child on the swing.

Exclusions:

a. The teacher encourages the child to approach her and play a game. The child crawls to her and they play.

b. The child and the teacher are dancing. Record such activities under expressive play.

c. The teacher and children are imitating different movements made by animals. Record such activities under role/dramatic play.

4. Creative/construction

The activity centers around the child making a product or the teacher is emphasizing how the child is making a product. It is exemplified by the following activities:

Examples:

a. The child paints a picture, makes a drawing, or scribbles on a page and the teacher calls it a drawing.

b. The child makes a collage.

c. The child pastes pictures in his "own book."

d. The child makes an object out of clay.

e. The child builds a house, garage, landing place, etc., out of blocks, or the teacher talks about how they are making some product.

f. The child constructs an object with tinker toy pieces, translucent plastic shapes, pipe cleaners, pieces of wood, beads, etc.

Exclusions:

a. The child stacks blocks, scribbles, etc., and the teacher participates. The teacher does not emphasize that they are making a product. She is focused on assisting him in gaining the skill.

5. Expressive

The activity centers around the child expressing himself through dance and music. There is no product involved.

Examples:

a. The teacher and children are dancing.

b. The child is playing a musical instrument somewhat in time to the music. He is able to manipulate the instrument. He is not learning how to hold it, nor is the teacher showing him how to hold it. He is expressing himself as he plays.

c. The children are listening to music. They are expressing the way the music makes them feel by drawing on paper. The teacher is focused upon having the children respond to the music through use of another media.

d. The children are singing a song which they already know.

Exclusions:

a. The children are learning to sing a song or listening to a song. Record such activities under language teaching.

b. The children are imitating the movement made by different animals. Record such activities under role/dramatic play.

6. Social-affective play

The teacher and child are focused on each other. The teacher is not trying to teach the child a skill. Materials are not involved or if they are, they play a minor part. The emphasis is on pleasure and fun.

Examples:

a. The teacher and child are making "funny faces" at each other.

b. The teacher and child are mimicking each other for the fun of it.

c. The teacher and child are playfully teasing each other.

d. The teacher and child are hugging and kissing.

e. The teacher and child are playing a game of peek-a-boo or some other social game they have devised.

7. Role/dramatic play

The activity centers around the expression of imagination and fantasy. The teacher encourages, or responds when the child pretends to be something or someone else, or pretends that objects are something else. The child dramatizes his behavior; he creates a "play" in which he has one of the parts.

The role/dramatic play can be short and fleeting: the child does one or two actions or says one or two phrases to which the teacher responds, or it can be elaborated or extended: the child may act out a long sequence.

The activity can be done with or without materials.

Examples:

a. The child rocks the doll. The teacher says, "That baby is sleepy."

b. The teacher puts a "cape" on the child and tells the child, he is "Superman."

c. The child puts a cup to the stuffed animal's mouth and pretends to feed it. The teacher participates.

d. The child rocks on the rocking-horse and says, "Giddy-up." The teacher says, "O.K., cowboy."

e. The child pours some beads in a box, mixes them up, and says he is making cookies. The teacher asks if she can taste one.

f. The child pushes the car along the floor and says, "Beep, beep, zoom," and the teacher says, "Watch out for the other cars."

Exclusion:

a. The teacher responds to the child's expressions of imagination and fantasy with factual statements. She does not participate in or encourage the child's make-believe behavior. For example, the child pretends he is a horse and the teacher tells the child about horses.

8. Language teaching

The interaction centers around developing the child's language. Objects or pictures are named, the teacher corrects the child's language; the child listens to a story/song/nursery rhyme, or learns a song/nursery rhyme; the teacher and the child converse and the conversation is the primary activity with an emphasis on the purely social, pleasurable aspects of two people talking to one another; the conversation or discourse is more than a sentence or two. The conversation may be one-sided.

Examples:

a. The teacher prompts a non-verbal response, e.g., she and the child are looking through a book. She asks the child to point to the ball, house, train, etc.

b. The teacher provides labels or models how something is said, e.g., she points to the child's shoes and says, "Shoes;" she says the line of a nursery rhyme and has the child repeat it.

c. The teacher corrects the child's language (pronunciation, grammar, incorrect label), or reinforces what the child says, e.g., the child says, "cup," and she says, "Yes, that's a cup." She corrects his non-verbal identification response, e.g., he points to the cat, when she asked him to show her the dog, and she corrects him.

d. The teacher tells the child a story or reads a story to him. (Even if the story gives abstract information/explains concepts, etc., record the activity under language teaching).

e. The teacher talks to the child about his upcoming birthday party, a visit that has just been taken to the zoo, etc.

Exclusions:

a. The teacher and the child are singing a counting or alphabet song. Record under school-oriented activity.

b. The teacher is using a book to teach the child the alphabet or numbers. Record under school-oriented activity.

c. The teacher is not focused upon naming objects or actions. She mentions the names of objects or actions in passing. Her "naming" is secondary to another activity. She uses language but she is not teaching it.

9. Concept teaching/classification/abstract information

The activity centers around the learning of concepts. The teache or the material being used, emphasizes some dimensions or qualities of objects, such as, size, shape, texture, weight, hardness-softness, color, etc. The teacher clearly indicates by what she says and/or does that she is teaching one of these dimensions as a concept. In other words, she must provide more than a single instance of the concept, e.g., this is a red book. She must suggest to the child through words and/or objects that the dimension or quality is generalizable, e.g., the book is red, my sweater is red, many things are the color red, etc., and/or is different from other dimensions or qualities. Or, the child tries to use the material as it was designed to be used, e.g., puzzles, formboxes, etc.

The activity centers around classifying things in the world. The child is learning how to group things into categories.

The teacher gives the child abstract information which has no immediate practical interest to the child. This may be spontaneously offered by the teacher or in response to a question from the child.

Examples:

a. The child is putting the form blocks in the different shape holes. The teacher assists him.

b. The child is attempting to order the nesting cups/barrels, rings on the tack-a-stack, pegs on the graduates peg board, etc., and the teacher encourages him to order them.

c. The child is doing a puzzle.

d. The child is engaged in matching pictures in the Lotto game, colors in the Balloon game, etc.

e. The teacher and child are playing catch with two different size balls. The teacher emphasizes that one ball is big and the other ball is little. She talks about how some objects are big and some are little.

f. The child is sorting/grouping objects according to kind, e.g., the teacher and the child select out all the animals from an array of objects.

g. The child is sorting/grouping objects along a dimension, e.g., "Let's find all the round blocks; the blocks that look like this."

h. The child is sorting/grouping objects according to usage, e.g., the child selects out all the things we use when we eat from an array of objects.

i. The teacher tells the children after they have put on their coats, that we always wear our coats on cold days, so we stay warm.

Exclusions:

a. The child is given abstract information or concept information in a story the teacher is reading or telling. Record such activities under language teaching.

b. The teacher provides a single instance of a concept. She points to and names the circle block. Record such an interaction under language teaching.

10. School-oriented

The activity centers around learning the alphabet or numbers. The teacher emphasizes counting or letters.

Examples:

a. The teacher has the child copy letters.

b. The teacher asks the child to count objects.

c. The teacher reads from an alphabet or counting book.

d. The teacher teaches the Alphabet or Counting song.

11. Social rules

The teacher is imparting social rules to the child. The teacher states the rule, with or without explanation. The teacher doesn't give the rule in the context of a control issue, e.g., the child hits another child and the teacher imparts a rule.

Examples:

a. The teacher imparts a rule about routines, e.g., "We always wash our hands before we eat."

b. The teacher imparts a rule about relating to others, e.g., "Say hello to people when they come in the room."

Exclusion:

a. The teacher imparts a rule about social manners, e.g., she hands the child an orange and says, "What do you say?" Code such instances under Language.

b. The teacher gives a rule in the context of a control issue.

F. Teacher techniques

This pertains to the kinds of techniques used by the teacher, when she is teaching the child how to do something or facilitating an activity in which the child is engaged.

For each activity, the observer codes every technique the teacher uses; multiple-coding is permitted. However, during an activity, if the teacher uses a specific technique more than once, the observer only codes it once.

1. Orients

The teacher tells the child what the activity is about, or how to go about doing the activity, before he actually begins to do it. The teacher prepares the child for the activity or some major part of it, by talking about it.

Examples:

a. The activity is pasting pictures on paper. The teacher explains to the child that he is to put a little bit of paste on his finger, rub it onto the paper, then place the picture on top of where he has rubbed the paste.

b. The children are having a "race". The teacher tells them that when she says, "Ready, set, go," they are to run to her.

Exclusions:

a. The teacher gives the child information while he is engaged in the activity.

b. The teacher demonstrates how to do the activity, but doesn't talk about what she is doing.

2. Demonstrates

The teacher shows the child how to do some part, or all of an activity by doing it herself; this includes both verbal and non-verbal activities; the teacher provides the child with a model of how something is done or said, and then encourages the child to imitate her.

Examples:

a. The teacher demonstrates how to open and close a box.

b. The teacher teaches the child a nursery rhyme by having him repeat what she says.

c. The child is trying to take the top off a can of beads. He hands it to the teacher and says, "Do". The teacher says, "You want me to take the top off," and provides the child with a model of how something is said.

d. The teacher corrects the child's pronunciation of a word ("banana, not manana"), or corrects his grammar (e.g., the child says, "It's mines" and the teacher corrects him, "It's mine.")

Exclusions:

a. The teacher does something, but does not encourage the child to imitate her. She is doing it for the child.

b. The teacher tells the child the names of objects or corrects him if he uses an incorrect name. Such instances are coded as gives information.

3. Informs

The teacher gives information to the child while the activity is going on. She might tell the child the names of the objects he is using. She might correct the child if he makes an incorrect statement or does something incorrectly. She might give the child the reasons for doing the activity. She might impart abstract information which relates to the activity but has no immediate or practical use. She might answer the child's questions.

Examples:

a. The teacher says, "This is a crayon."

b. The teacher corrects the child. The child says, "See the cat;" the teacher says, "No, it's a dog." The child tries to stack a little nesting cup on top of a bigger one. The teacher says, "That cup is too little."

c. The teacher is showing the child how to put on his shoes. She says, "When we go outside, we wear our shoes."

d. The child points to an umbrella and says, "What's that?" and the teacher tells him.

4. Suggests strategy

The teacher gives the child practical information or makes practical suggestions so the child can accomplish an activity. She suggests strategies to the child which potentially may enable him to overcome the particular difficulty he is having. She indicates ways of approaching the difficulty which the child can apply later to similar activities or the same activity.

Examples:

a. The child is trying to "write" on a piece of paper. Each time he makes a mark, the paper moves. The teacher suggests that he hold the paper down when he is writing.

b. The child is holding a puzzle piece upside down and trying to push it into its hole. The teacher says, "Turn it around. If a piece doesn't fit, turn it around and maybe it will fit then."

c. The child must climb up a low rise in order to reach a slide. The place where the child is climbing is too high for the child. The teacher suggests to the child that he come around to another place where the rise is even lower.

5. Assists/participates

The teacher does part of the activity for the child, or physically assists the child, or actively participates in the activity.

Examples

a. The teacher hooks the zipper on the child's jacket and the child zips it up.

b. The child is climbing up a low rise. The teacher gives him her hand as he takes the last few steps.

c. The child is trying to learn how to turn the dial on the toy telephone. The teacher puts her hand over the child's, and they turn the dial together.

d. The teacher puts the puzzle piece right near its correct hole, so the child simply has to push it in.

e. The teacher and child push a ball to each other, participating in the activity on an equal basis.

f. The teacher and child are making something together, e.g.., a house out of blocks.

6. Extends activity

The teacher modifies and/or enriches the activity, so that the activity becomes slightly different. The teacher may make the activity easier, more difficult or more interesting. The teacher encourages the child to vary or extend the activity.

Examples:

a. The child and teacher are playing a game of catch. The child, however, is getting upset because he is unable to catch the ball. The teacher modifies the game so that it becomes a game of kick the ball.

b. The teacher and child are rolling a cardboard tube on the floor. The teacher picks it up and plays "peek-a-boo."

c. The child is banging on the xylophone. The teacher introduces a drum, bang[illegible]n it and talks about how the drum makes a noise too.

d. The teacher and the children are looking at a picture book. After they have looked through the book, the teacher turns back to a picture, and asks the children to find the thing in the room that looks just like the picture.

7. Seeks evidence of child's understanding

The teacher asks the child questions which require either verbal or non-verbal responses. The teacher requests the child to show her how he does an activity.

Examples:

a. The teacher and child are looking through a picture book. The teacher asks the child to label the pictures.

b. The teacher shows the child how to bang on the xylophone. She then asks the child to show her how he does it.

Exclusions:

a. The teacher demonstrates how to do an activity; she then watches the child. She doesn't ask the child to show her how he does it. Since we cannot be sure about her reasons for watching, we would not code her as seeking evidence of the child's understanding.

8. Extended observation

The teacher watches what the child is doing for an extended period of time, i.e., more than 30 seconds. Her eyes are focused upon him and she is simply looking. She is not talking to him or actively participating in his activity. However, do not code unless her observation is paired with some active intervention (see Introduction).

Example:

a. The teacher shows the child how to pull the string on the musical mobile. She then watches the child as he attempts to do it. She does not intervene while he makes these attempts. After a minute or so, she praises him for his efforts.

Exclusion:

a. The child is stacking blocks. The teacher sits next to him and watches. She says nothing to him. he says nothing to her. Such interactions are not to be coded on this checklist (see Introduction).

9. Instructs/directs

The teacher tells the child what to do. She makes a statement about the course of action, she wishes him to take. This statement is an overall directive or general instruction. It can be issued in a matter-of-fact or neutral way, or in an authoritarian way. It does not provide the child with any factual or abstract information.

Examples:

a. The teacher places a number of toys in front of the child and says, "Here are some toys for you to play with."

b. The teacher says to the children, "Put away the toys."

c. The teacher places the rack-a-stack in front of the child and says, "Take the rings off and then put them back on."

G. Teacher's motivational techniques

This pertains to the kinds of techniques used by the teacher to motivate the child to engage in an activity. It also pertains to the ways in which she reinforces or modifies what the child is doing.

For each activity, the observer codes every technique the teacher uses; multiple-coding is permitted. However, during an activity, even if a teacher uses a specific technique more than once, the observer only codes it once.

1. Encourages/reassures

The teacher invites the child to engage in an activity. The invitation is stated as a question, and implies that the child has a choice.

The teacher encourages the child to engage in the activity by attempting to interest him in it. She points out the intrinsic value of the activity or the attractiveness of the material. She doesn't direct him or act in an authoritarian manner, e.g., "Do it because I say so."

The teacher reassures the child. She attempts to allay his fears or give him confidence.

During the course of the interaction, the teacher encourages the child, by making supportive statements, e.g., "You can do it," or giving physical affection, e.g., pats, hugs.

Examples:

a. The teacher says to the child, "Would you like to draw a picture?"

b. The teacher reminds the child of how much he enjoyed the activity the last time he did it.

c. The teacher talks about the attractiveness of the material, e.g., "Look at the pretty toy. Look at all you can do with it."

d. The child is afraid to climb the steps. The teacher says, "I'm right here. I won't let you fall, etc."

e. The teacher pats the child when he gets the bead on the string.

Exclusions:

a. The teacher approaches the child carrying a box of blocks. She says to the child, "We're going to play with the blocks now;" she says nothing further.

2. Praises

The teacher expresses approval; she praises the child for what he has done or for some personal quality. The praise can be general or speci
The praise is verbal in nature.

Examples:

a. The child bangs on a box; the teacher says, "Good."

b. The child shows the teacher a picture he has painted. The teacher says, "What a pretty picture."

c. The child has just put on his jacket. The teacher says, "That's a good boy."

3. Material reward

During the learning interaction, the teacher promises the child a material reward if he behaves in a certain way, or gives the child such a reward when he behaves in a certain way.

Examples:

a. The teacher promises the child a balloon, if he finishes doing the puzzle.

b. The teacher gives the child a cookie when he zippers up his jacket. (Note: It must be clear from what she says that she is giving it as a reward, not that she just happened to give him a cookie).

Exclusion:

a. The teacher hugs or kisses the child. Record such behavior under encourages/reassures.

4. Gives informational feedback

The teacher constructively criticizes the child. She points out that he has made an error, by suggesting he try to do something in another way. She corrects him in a warm or matter-of-fact tone of voice. She corrects what he is doing. She doesn't attack him personally. She does not dwell upon the fact that he has made a mistake.

The child makes a statement or tries to do something and the teacher affirms that the statement is correct or that the child is on the right track.

Examples:

a. The child picks up a crayon and says, "Pencil." The teacher says, "No, it's called a crayon. We can write with it, like we write with a pencil."

b. The child is trying to pull apart the two halves of a nesting barrel. The teacher says, "Don't pull. You have to turn it." She demonstrates what she has said.

c. The child is trying to put a big peg into a little peg hole. The teacher says, "That's too big; find a little peg."

d. The child is trying to manipulate the push button on the Surprise Box. First he pulls it, then he pushes it. The teacher says, "That's right, you push it."

e. The child looks at a ball and says, "Ball?" The teacher says, "Yes, it's a ball."

5. Focuses attention

The teacher focuses the child's attention on some aspect of the activity or redirects his attention back to the activity. The way this is done can be verbal or non-verbal, or both.

Examples:

a. The child is distracted. The teacher calls his name and taps her fingers against the toy.

b. The child is doing a puzzle. The teacher moves the puzzle pieces closer to the child.

6. Criticizes/shames

The teacher puts the child down. She criticizes him personally or dwells upon the fact that he has made a mistake. She tries to make him ashamed of his behavior.

Examples:

a. The child makes a mistake. The teacher tells him that he's stupid.

b. The child is afraid to do something. The teacher tells him not to be a baby; big boys don't act that way, etc.

c. The teacher emphasizes that the child is wrong. She states more than once that the child has made a mistake.

7. Forces/coerces

The teacher forces or coerces the child to do something during the interaction.

Example:

a. The child doesn't want to go on the slide. The teacher picks up the child and puts him on the slide or drags the child to the slide.

Globals

In the globals, the observer makes an overall rating of selected teacher and child behaviors or qualities. This rating is based upon the general pattern of behavior exhibited during the interaction. The teacher's involvement in teaching, her warmth to the child, and her overall responsiveness to his needs are judged. In addition, the observer rates the child's interest and involvement and the child's affect during the interchange.

For those interactions in which more than one teacher is involved, the observer should rate the teacher who plays the predominant role. In other words, no provision is made for rating the teachers separately. In making a rating, rate the behavior of the teacher who spends the most time interacting with the child.

Each global consists of a five-point scale. The manual defines the extremes (1) and (5), and the midpoint (3). Behavior which does not clearly match these definitions is rates at one of the intermediary points /(2) or (4)/. For example, a teacher who is somewhat warm to the child would be rated (2).

H. Child's interest/involvement

This pertains to the degree of the child's interest and involvement in the activity.

The rating is based upon the intensity of interest/involvement, not the amount of time the child spends in the activity. In other words, the rating should be independent of time. A child for example, can be highly involved even if an activity only lasts a short time; while he is involved, his attention is concentrated.

1. High

The child is very involved; he is absorbed in the activity; he is engaged/busy with it. Only intense changes in the environment deflect his attention. He may occasionally glance around, but his major focus is on what he and/or the teacher are doing.

Examples:

a. The child and the teacher are playing peek-a-boo. Another adult enters the room. The child glances at the adult, but doesn't pause, or just pauses momentarily in his activity.

b. The child and the teacher are putting pegs in a pegboard. There is a loud crash. Another child has knocked down a box of blocks. The child stops what he is doing and watches what happens. After he has looked, he immediately returns to putting pegs in the board.

c. The child is struggling to zip up his jacket. The teacher intervenes, and helps him. The child concentrates on what the teacher is doing.

d. The teacher is encouraging the child to crawl through the cloth tunnel. The child exhibits some fear of the tunnel. The teacher reassures him and the child crawls through. Although the child exhibits some fear, he is still very involved in the activity.

3. Moderate

The child is moderately or intermittently interested in the activity. He exhibits some interest, or shows bursts of high interest. He is distracted by environmental changes of moderate intensity. Although generally attentive, he may look away for brief periods, even without distractions; he may temporarily cease to engage in the activity or slow down his activity speed.

Examples:

a. The child and the teacher are stacking blocks. Another child runs by. Our child stops what he is doing, turns around and looks at the other child. There is a break in his activity. He then returns to stacking.

b. The child and the teacher are doing a puzzle. He places some pieces readily and his interest is high. There are some pieces, however, which he is unable to place. His activity decreases and he begins to lose interest.

c. The child and the teacher have just finished "writing" on paper. The child was very involved. The teacher suggests they "write" some more. The child complies, but he does so with little enthusiasm, decreased activity, etc.

5. Low

The child is minimally involved in the activity; he is fleetingly attentive; he shows the barest interest. Whatever he does is done with no enthusiasm; his attempts are half-hearted. He is distracted by even minor changes in the environment. When these occur, he ceases to engage in the activity.

Examples:

a. The teacher is showing the children some pictures. Our child occasionally glances at the picture, the rest of the time he is pulling at the buttons on his shirt, wriggling around, etc.

b. The child puts one or two beads on a string and then stops. Only after repeated requests from the teacher does he put on one or two more.

c. The child has a form box block in his hand. He attempts to push it into a hole in the box, while simultaneously looking at the children across the room. In short, the child is not looking at what he is doing. He behaves in this manner, throughout the activity.

I. Child's affect

This pertains to the overall emotional tone of the child during the interaction. The rating is based upon the child's overt responses, e.g., facial expression, gestures, bodily relaxation/tension, verbal statements, tone of voice, etc. It concerns his affect, not his involvement/interest in the activity, although we recognize there may be some overlap.

1. Happy

The child is generally happy. He exhibits frequent signs of happiness or brief but intense signs of happiness.

Examples:

a. The child smiles frequently, or laughs with pleasure.

b. The child gurgles and thrashes his arms/legs with enthusiasm.

c. The child states his pleasure in what he is doing, i.e., "I like to climb."

3. Neutral/comfortable

The child does not appear generally happy or unhappy. He may briefly smile or scowl but his overall affect is neutral. However, he appears to be comfortable. His body is relaxed and there is no strain in his voice.

5. Unhappy

The child is generally unhappy. He exhibits frequent signs of unhappiness, or brief but intense signs of unhappiness.

Examples:

a. The child requently scowls or looks very sad.

b. The child bursts into tears.

c. The child keeps pulling away from the teacher with an angry expression on his face.

d. The child tells the teacher he doesn't like what they are doing.

e. The child is visibly frustrated.

J. Teacher's interest/involvement

This pertains to the level of teacher's involvement in teaching the child; it is the degree to which she focuses upon the child and the activity, her intensity or concentration on what she is doing.

This rating is unrelated to the amount of time the activity lasts. A teacher can be highly involved in teaching, even when an activity lasts a short time.

A second point is that we are concerned with her involvement and not with whether the involvement leads to positive or negative responses from the child. A teacher can be highly involved and a child can be unresponsive or openly resistant. On the other hand, a teacher can be minimally involved and a child can be involved/enthusiastic, etc.

Furthermore, we are not concerned here, with whether her manner of relating to the child is positive or negative. A teacher may be highly involved, and be denigrating/shaming the child. A teacher may be minimally involved and be occasionally praising the child.

A third point is that a teacher can be rated as high/moderate, or low in involvement even when she relates to our child as a member of a group. In such cases, the teacher's focus of attention is the group and the activity.

1. High

The teacher is highly involved. Her main focus of attention is the child and the activity. She may be talking to the child or watching him, or a combination of the two. If she is talking to the child, her comments may be positive or negative; the child's response may be positive or negative.

The teacher's attention is deflected only by situations which require her immediate attention. For example, other children are fighting, another child is in a potential danger situation, the telephone rings, a neighbor comes to the door, etc. In such cases, the rating will depend upon how the teacher handles the interruption, how much time she spends beyond the minimum amount necessary to deal with whatever has happened, and how involved she was before and after the interruption.

The teacher stops interacting with the child when the child has completed the activity or when the child no longer requires her assistanc

Examples:

a. The child is sliding down the slide. The teacher watches him intently and occasionally urges him to do it again.

b. The teacher is showing the child how to put on his jacket. The child puts the jacket on backwards. The teacher makes denigrating remarks about the child's inability to master the task.

c. The teacher is showing the child how to play the game of lotto. She gives the child a long explanation. She is enthusiastic. The child is not responding to what she says; he continually interrupts by pointing to objects in the room and, saying, "What's that?"

3. Moderate

The teacher is intermittently involved in teaching the child, or her attention is divided between teaching the child and some other activity; she is doing something else beside interacting with the child. When she does interact, she may watch the child or talk to the child or a combination of the two. Her behavior may be positive or negative; he may respond positively or negatively. If she is interrupted, she may spend more than the minimum amount of time necessary to deal with whatever has happened, before she returns to the child.

Examples:

a. The teacher shows our child how to screw the nesting barrels together. She turns to another child and helps that child with a puzzle. She turns back to our child and corrects him, etc.

b. The teacher is showing our child how to bounce a ball. Two other children begin to struggle over a toy. The teacher leaves our child to settle the dispute. After she has done so, she stops and chats with another adult. She then returns to our child.

5. Low

The teacher is primarily involved in some other activity unrelated to the teaching activity. She may occasionally interact or look at the child. She may simply provide the child with material and then cease to interact with him as he does the activity. She may interact briefly, then be interrupted, but after the interruption, she does not return to the child.

Examples:

a. The teacher gives the child a car to play with, then begins to sort diapers. She glances occasionally at the child.

b. The teacher is showing another child how to use the hand-puppet. Our child is stringing beads. The teacher occasionally praises our child for his efforts.

K. Teacher's affective response to child

This pertains to the overall emotional tone of the teacher in her interaction with the child. The teacher is rated according to the presence or absence of overt responses reflective of affect, such as smiling, gestures, tone of voice, etc. The teacher is generally pleasant, unplesant or bland toward the child.

1. Warm/affectionate

The teacher is generally warm to the child. She exhibits frequent signs of warmth, or brief but intense signs of warmth. She is receptive to the child if he exhibits affection to her, and/or is affectionate to him.

Examples:

a. The teacher smiles frequently at the child; her smiles are spontaneous and genuine.

b. The teacher laughs with pleasure as the child responds. She is not laughing at the child, i.e., making fun of him, but laughing with the child. She is enjoying the child.

c. The teacher expresses physical affection or comforts the child; kises, hugs, caresses the child when he is not in distress, or comforts him when he is in distress. She kisses, hugs the child back if he kisses, hugs her.

d. The teacher expresses verbal affection or praises child. She tells child she loves him, he is doing well at the task, etc. The praise is genuinely meant; it is not perfunctory. The teacher is responsive if the child expresses verbal affection.

3. Neutral

The teacher is generally neutral to the child. Her overall emotional tone is neither positive or negative. She is matter of fact with the child, but one gets the feeling that she likes and respects the child. She is not a particularly demonstrative person.

Examples:

a. The teacher occasionally smiles at the child; the rest of the time, her expression is rather bland.

b. The teacher is responsive to the child's expression of affection. However, she rarely expresses affection, unless the child initiates it.

c. The teacher praises the child once in a while; the rest of the time her verbalizations are neutral.

d. The teacher criticizes the child. The criticism is given in a matter of fact way. She is not putting the total child down.

5. Hostile/cold

The teacher is generally negative to the child. She is frequently negative toward him. The observer has the impression that the teacher does not like the child.

Or, the teacher is very distant with the child. She is aloof. She doesn't express warmth or respond to the child's warmth. She keeps the child at arms distance. One gets the impression that she views the child as a foreign being with whom she has nothing in common.

Examples:

a. The teacher scowls frequently at the child, or is frequently irritable.

b. The teacher frequently expresses physical or verbal anger toward the child. She hits him, shakes him, spanks him, handles him roughly. She screams or scolds; her criticisms are total put-downs.

c. The teacher does not smile at the child or if she does, her smile is pasted on.

d. The teacher does not praise the child or if she does, her praise is perfunctory.

e. The teacher is unresponsive if the child clings to her, caresses her, etc.

f. The teacher only responds to the child when it is absolutely necessary. She does nothing extra. When she does respond, she usually issues directives.

L. Teacher's responsiveness to child's cues

This pertains to the teacher's overall responsiveness to the child. We are interested, here, in knowing whether the teacher is "tuned in" to the child. Does the teacher adapt herself and/or what is going on to what the child is doing or saying? In what manner does she respond? Does she generally understand his behavioral cues or signals? Does she help him when he asks for help or when he becomes overwhelmed? Does she help him without smothering him? Does she build up his confidence by allowing him to do what he can do? Does she support his effort through praise, recognition, encouragement, etc.?

1. Responsive

In general the teacher helps or recognizes the child when he indicates directly or indirectly the need for help or recognition, e.g., the child lifts up his painting to show the teacher what he has done, while looking at her; the child pulls on the teacher's skirt. She answers his questions.

She steps in when the child becomes visibly frustrated and/or is struggling to do something, and supports his efforts by encouraging him or by offering help.

The kind of help she gives is the kind which enables the child to do some part of an activity; she decreases the difficulty of the task if necessary, or makes a helpful suggestion. If it's at all possible, even when she helps, she sets it up so that he can be involved. If the activity is really beyond the child's ability, she interests him in another one.

She doesn't hover over the child. If he is engaged and doing the task readily, she may do little more than occasionally praise him or affirm that she is aware of what he is doing. If he gets bored with the activity, she may upgrade the difficulty of it or extend/vary it, or encourage him to do so.

She notices little things and acts to correct them, e.g., she moves objects closer to the child, if she sees he can't comfortably reach them. She is able to "read" the child.

She lets the child make his own time schedule. She doesn't hurry him. She stays with his interests. She doesn't insist that things be done in just her way. On the other hand, she doesn't allow the child to run rampant. If the child is being destructive to himself, others or materials (during the learning interaction) she acts to correct his behavior. In correcting the child, she states her expectations clearly and confidently. Her corrections are constructive in nature; they are not total put-downs, but corrections of what he is doing.

As she and the child interact, one observes a balance between them; generally, they are in agreement with each other. The activity is carried out in the spirit of cooperation.

3. Mixed

The teacher responds in a mixed manner. Sometimes she acts like the responsive teacher and sometimes she acts like the unresponsive teacher (see below). For example, she intervenes when the child is visibly frustrated but does not answer the child's questions. Or, she is at times in tune with the child, and at times misreads his cues.

5. Unresponsive

The teacher is generally unresponsive to requests for help or recognition, although she may occasionally respond. She doesn't intervene or rarely intervenes if the child is struggling/visibly frustrated/running rampant.

In other words, she rarely takes the initiative during the interaction, even when it might benefit the child; she is usually unresponsive.

Or, the teacher is unresponsive in the sense that she misreads the child's cues. The teacher is constantly interrupting the child, or controlling the child's behavior. She provides help when the child doesn't need help; she introduces new activities when the child is still interested in the old one; she rushes the child; she hovers; she fusses. She is more intent on teaching the activity than on seeing how the child responds to it. Or, the teacher directs the entire process, she gives the child no lee-way. She doesn't let him have even part of the action, e.g., she makes the choices/decides what's to be done. She speaks and the child's role is to act. The activity is not carried out in the spirit of cooperation.

CHECKLIST OF TEACHER-CHILD INTERACTION: LEARNING

8/74

CHILD'S NAME

CHILD'S I.D. NO. (1–6)

DATE OF OBSERVATION (7–12)

OBSERVATION CYCLE (13)

TIME ☐ AM ☐ PM (14)

OBSERVER'S INITIALS

A. WHO
(16) 1. ☐ 1 – 1
2. ☐ T/more than one
3. ☐ Mixed

B. WHICH TEACHER(S)
(17) 1. ☐ T. 1
2. ☐ T. 2
3. ☐ T. 3

C. LENGTH OF INTERACTION
(18) 1. ☐ Less than 30 seconds
2. ☐ Between 30 sec. & 3 min.
3. ☐ More than 3 min.

D. WHO CHOOSES ACTIVITY
(19) 1. ☐ Child
2. ☐ Teacher
3. ☐ Peer
4. ☐ Unknown

E. ACTIVITIES
(20) 1. ☐ Self–help
2. ☐ Exploration
3. ☐ Gross motor
4. ☐ Creative/construction
5. ☐ Expressive
6. ☐ Social–affective play
7. ☐ Role/dramatic play
8. ☐ Language teaching
9. ☐ Concept/class/abstract
10. ☐ School oriented
11. ☐ Social rules

F. TEACHING TECHNIQUES*
(21) 1. ☐ Orients
2. ☐ Demonstrates
3. ☐ Informs
4. ☐ Suggests strategy
5. ☐ Assists/participates
6. ☐ Varies/extends activity
7. ☐ Seeks evidence of child's understanding
8. ☐ Extended observation
9. ☐ Instructs/directs

G. TEACHER'S MOTIVATIONAL TECHNIQUES*
(22) 1. ☐ Encourages/reassures
2. ☐ Praises
3. ☐ Material reward
4. ☐ Gives informational feedback
5. ☐ Focuses attention
6. ☐ Criticizes/shames
7. ☐ Forces/coerces
8. ☐ No motivational technique used

H. CHILD'S INTEREST/INVOLVEMENT
(23) 1. ☐ High
2. ☐
3. ☐ Moderate
4. ☐
5. ☐ Low

I. CHILD'S AFFECT
(24) 1. ☐ Happy
2. ☐
3. ☐ Neutral/comfortable
4. ☐
5. ☐ Unhappy

J. TEACHER'S INTEREST/INVOLVEMENT
(25) 1. ☐ High
2. ☐
3. ☐ Moderate
4. ☐
5. ☐ Low

K. TEACHER'S AFFECTIVE RESPONSE TO CHILD
(26) 1. ☐ Warm/affectionate
2. ☐
3. ☐ Neutral
4. ☐
5. ☐ Hostile/cold

L. TEACHER'S RESPONSIVENESS TO CHILD'S CUE
(27) 1. ☐ Responsive
2. ☐
3. ☐ Mixed
4. ☐
5. ☐ Unresponsive

______(28)

______(29)

______(30)

* Multiple Code

______ (31) ___8___(80)

July 9, 1973

CHECKLIST OF TEACHER-CHILD LANGUAGE DURING LEARNING SITUATION: MANUAL

General Instructions

The Observer codes the verbal(or vocal) behavior of the sample child and the teacher(s) who interact with the child during a learning situation. The observation period(s) are identical to those in which the Observer scores in-depth Teacher-Child Interaction: Learning. The Checklist of Teacher-Child Language is to be coded only during those observation periods in which a learning interaction has occurred. Do not code Teacher-Child Language in those observation periods in which there has been no teacher-child interaction in a learning situation, which includes periods in which there was no teacher-child interaction at all, or where the interaction involved only Control.

In coding the teacher(s) language, only the language specifically directed to the sample child by any of his teachers is to be scored. Do not code the language the teacher(s) direct to other children or adults. Language directed to the child as a member of a group of children is also to be coded.

On the other hand, in coding the child's language (or vocal behavior), we score the child's vocal behavior whoever it is directed to: teacher(s), peer(s), other adults, pets, or even the Observer. In addition, code the child's vocal behavior when he talks to himself.

Do not code the language of persons other than the child's regular teachers: i.e. peers, other adults, or the Observer.

Language behavior may be multiply-coded. That is, code all relevant language behavior observed during an in-depth learning situation, which can be scored on the Checklist.

One further point. It will be noted that there are two kinds of language items: Those that are not contingent on another persons behavior and those that are.

For Example, for the teacher, items listed under TEACHER'S VERBAL BEHAVIOR are not contingent on the child's behavior, i.e. they do not depend on or are not a response to the child's behavior. These items can be checked Yes or No, depending upon whether the teacher has manifested the particular behavior or not. However, there are some teacher behaviors which are contingent on the child's behavior, and these are listed under TEACHER'S RESPONSE TO CHILD'S BEHAVIOR at the bottom of the scoring sheet. E.g. item 1 is teacher "responds verbally when child vocalizes to her." If the child vocalizes during the observation period, the teacher's response can be checked Yes or No, depending on whether she responds verbally or not. However, if the child does not vocalize at all during the observation period, the item would be coded N.A. (Not Applicable) and not No. For purposes of data analysis, when No is checked it means that the teacher could have responded but didn't, whereas N.A. means that there was nothing to respond to.

A similar distinction is made for the child. Non-contingent behaviors are listed under CHILD'S VOCAL BEHAVIOR, and can be checked Yes or No.

Contingent behaviors are listed under CHILD'S RESPONSE TO OTHER'S VERBAL BEHAVIOR, and can be coded Yes, No, or N.A. Note also the fact that the child's behavior is referred to as Vocal, rather than Verbal, as in the case of the teacher's behavior. The reason for this is that vocalizing includes both comprehensible speech (i.e. verbal behavior and babbling. E.g. item 1 under CHILD'S VOCAL BEHAVIOR is child "vocalizes at least once during observation period." Yes would be checked whether the child produces intellible speech or babbles. Except for item 2 for teacher and child, check Yes if the behavior occurs at all during the observation period. For item 2 check Yes only if the speech is clear enough for the observer to understand if most of the time during the observation period.

SPECIFIC INSTRUCTIONS

TEACHER

TEACHER'S VERBAL BEHAVIOR

1. Teacher speaks to child at least once during observation period.

   Yes

   a. Check Yes only if the teacher speaks directly to sample child. This includes intelligible speech, baby-talk, or babbling and cooing.

   b. She may say only a few words to the child or carry on an extended conversation.

   c. She may speak to the child as a member of a group, E.g. "Children, It's time to wash up. We're going to have lunch soon."

   No

   a. Check No if no teacher speaks to sample child during observation period.

   b. If teacher speaks to another child or adult in sample child's presence, but not directly to sample child, code No.

2. Teacher generally speaks to child in clear, understandable language.

   Yes

   a. Check Yes if teacher(s)' speech to sample child is clear enough for observer to understand most of time.

   No

   a. Check No if speech directed to sample child is loud enough for observer to hear, but is unintelligible to observer.

   b. Check No if teacher's speech is inaudible to observer, even though sample child may understand what she is saying.

   c. If speech directed to sample child by one or more teachers can be understood occassionally by observer, but is incomprehensible to observer most of time, Code No.

d. Check No if one teacher speaks clearly enough for observer to understand. but another teacher does not, and this occurs at least half the time.

3. Teacher teaches new words, verbal concepts.

Yes

a. Teacher teaches child names of various objects. "This is a shoe."

b. Teacher teaches verbal concepts. "I'm big. You're little. This is a big ball. This is a little ball. An elephant is big. A mouse is little."

c. Teacher tests child's knowledge of various names, concepts. "What is this?" "Show me your shoe." "Show me the big ball."

d. Teacher provides feed-back, about whether child is correct or not. "That's right, this is the big ball." "No, you pointed to the little ball. This is the big ball."

No

a. Check No if teacher merely uses labels or concepts, without directly attempting to teach these to sample child. "Get me the big ball over there." "Now were going to put your shoes on."

4. Teacher converses with child about on-going activity.

Yes

a. Check Yes if teacher talks to child about an activity they are engaged in at the present time. E.g. they may be playing house. Teacher says to child, "Shall we feed the baby, and then put her to sleep. You're feeding her so nicely. She looks so sleepy now. It's her nap time."

b. In order to code Yes, the teacher must converse with the child in an extended way (more than a sentence or two).

No

a. Check No if teacher is completely silent during on-going activity, or intersperses a few comments here and there.

b. Check No if teacher talks to child about a past or future activity. "After lunch, we're going to go to the playground. You can play in the sand-box and go on the slide." Or "Do you remember, when we went to the zoo yesterday? We saw monkeys. And they were swinging in the trees. Would you like to be able to swing like that?"

This would be coded Yes for item 5, teacher converses with child about topic not directly connected with on-going activity.

5. Teacher converses with child about topic not directly connected with on-going activity.

Yes

a. Check Yes if teacher talks to child about past or future activity. (See above example, 4 No, b).

b. Check Yes if teacher is having a conversation with child, which is not specifically related to present activity. E.g. she may be talking to child about things he or she likes to eat. "What kind of fruit do you like to eat? "Do you like bananas?"

No

a. Check No if teacher is completely silent during observation period, or limits herself to a few brief comments.

b. Check No if teacher talks to child only about on-going activity.

6. Teacher engages in playful verbal interchange with child.

Yes

a. Check Yes if teacher sings to or with child.

b. Check Yes if teacher talks to child during social-affective play. E.g. she may play, "This little-Piggy-Went-To-Market" or "Peek-a-boo," etc.

c. Check Yes if teacher engages in word games with child, e.g. rhyming, making up nonsense words, etc.

d. Check Yes if teacher babbies to child or talks baby-talk, in a playful manner.

No

a. Check No if teacher converses with child, but does not do so in a playful manner.

7. Teacher encourages/prompts child to speak.

Yes

a. Check Yes if teacher encourages or prompts child to speak, e.g. by telling another child or group of children to listen to the subject child; or urges the child to tell her or someone else something.

b. Check Yes if teacher tells child to speak louder or more clearly, so he can be understood.

c. Check Yes if teacher encourages child to sing the words to a song.

No

a. Check No if teacher does not encourage or discourages child from speaking. E.g. while reading a story, she may tell child, "Don't interrupt while I'm reading."

8. Teacher asks child questions and encourages a verbal response.

Yes

a. Check Yes if teacher asks child a question and urges the child to respond verbally. E.g. the teacher may ask child if he would like a cooky. The child nods "Yes," and the teacher says, "Say, Yes or No."

b. Check Yes if teacher asks child a question and urges child to respond verbally, even though she may not succeed in getting him to respond verbally. That is, she is given credit for her effort, whether she succeeds or not.

c. If 8 is checked yes, check yes for item 7 too.

No

a. Check No if teacher urges the child to speak, but not in response to a question. In this case, check Yes for item, 7, Teacher "encourages/prompts child to speak."

b. Check No if teacher asks question, but does not encourage child to respond verbally. E.g. she may ask, "Would you like a cooky?" and gives it to the child without waiting for a reply. Or she may accept a non-verbal response, e.g. the child nods his head, Yes.

9. Teacher gives reasons, explains.

Yes

a. Check Yes if teacher gives child reasons for doing something or not doing something. Whether this is not in response to a child's question or not.

b. Check Yes if teacher explains how something "works." e.g. she may show the child how to turn a light switch on and off, but accompanies her demonstration with a verbal explanation.

c. Check Yes if teacher explains how to do something. E.g. while using paints, she may tell the child, "If you want to make green, you mix yellow and blue." This is similar to "Informs" for teacher-techniques.

d. If the explanation is about an on-going activity, also check Yes or item 4, teacher converses with child about on-going activity. If the explanation is not about an on-going activity, also check item 5, Converses with child about topic not directly connected with on-going activity.

e. Check Yes if teacher explains meaning of a word. Item 3 (teacher teaches new words, verbal (concepts) would also be checked Yes.

No

a. Check No if teacher tells child to do something or stop doing something, without giving a reason.

b. Check No if teacher demonstrates how to do something, without a verbal explanation. E.g. she turns the light switch on and off, then tells the child, "Now you do it."

TEACHER'S RESPONSE TO CHILD'S BEHAVIOR

As mentioned previously, this pertains to language facilitating behavior on the teacher's part which is contingent on the child's behavior, i.e. in response to the child's behavior. If the child first produces the relevant behaviors listed below, Check Yes or No, depending on whether the teacher responds appropriately or not. If the child does not produce the relevant behavior, check N.A. (Not Applicable) for the teacher's behavior.

1. Teacher responds verbally when child vocalizes to her.

Yes

a. Check Yes if teacher vocalizes (either with intelligible speech or babbling) in response to the child's vocalizing to her (either with intelligible speech or babbling).

b. Check Yes, whether the teacher or child initiates the conversation, as long as the teacher responds at least once during the observation period when the child vocalizes to her.

No

a. Check No if the child vocalizes to the teacher and the teacher does not respond at all to the child.

b. Check No if the child vocalizes to the teacher, but the teacher only responds non-verbally. E.g. she may look at the child and smile; or comply non-verbally with a vocal request by the child. In this case, check 3, Teacher complies non-verbally with vocal request by child.

N.A.

a. Check N.A. if the child does not vocalize at all to teacher during observation period.

2. Teacher complies non-verbally with vocal request by child.

Yes

a. Check Yes if teacher complies with vocal request by child non-verbally. E.g. child asks for toy, and teacher gives child toy without saying anything.

b. If teacher complies non-verbally with child's request, but also responds verbally ("Yes, you can have the toy," and gives child toy), check Yes for both items 1 and 2.

c. If child cries, and teacher attempts to comfort child physically (e.g. rocking, caressing, etc.) check Yes. If teacher responds to child's crying both verbally and non-verbally, check Yes for both items 1 and 2.

No

a. Check No if child makes vocal request to teacher, who either does not comply ("No, you can't have it",) in which case you check Yes for item 1) or does not respond at all.

b. Check No if child cries and teacher does not attempt to comfort child physically or only tries to comfort child verbally (Don't cry, I'll be right there.")

N.A.

a. Check N.A. if child does not make vocal request to teacher, either verbally or by crying.

3. Teacher answer child's questions with more than yes or no.

Yes

a. Check Yes if teacher answers child's questions with more than Yes or No, i.e. she responds with a sentence or more.

No

a. Check No if the teacher does not answer the child's questions at all, or limits her response to Yes or No.

N.A.

a. Check N.A. if child does not ask any questions during observation period.

CHILD
CHILD'S VOCAL BEHAVIOR

Items 1 through 10 may be checked Yes if the child produces the relevant vocal behavior, either to another person or to himself.

1. Child vocalizes at least once during observation period.

   Yes

   a. Check Yes if child vocalizes at least once during observation period, whether the child produces intelligible speech or babbles.

   No

   a. Check No if child produces no vocal sounds at all during entire observation period.

   b. Check No if child only cries, but does not vocalize.

2. Child's speech is generally clear enough for Observer to understand most of it.

   Yes

   a. Check Yes if child speech is clear enough for Observer to understand most of time with only occassional unintelligible or inaudible speech.

   b. Check Yes if most of child's speech is intelligible, whether he is talking to teacher, other children, or to himself.

   No

   a. Check No if child does not vocalize at all, or his speech is mostly unintelligible or inaudible to Observer.

3. Child produces single words.

   Yes

   a. Check Yes if child produces single intelligible words. He may produce only one or a few intelligible single words, and the rest of his speech may be unintelligible.

   b. Check Yes if the child produces intelligible 2 or 3 words phrases, or complete sentences.

   No

   a. Check No if the child does not produce any single words which are understandable to the Observer during the observation period.

4. Child produces 2 or 3 word phrases.

Yes

a. Check Yes if child produces 2 or 3 word phrases during observation period, which the Observer can understand. These need not be grammatical. E.g. the child may say, "No want milk," or "Go bye-bye me."

b. Check Yes if child produces complete sentences, with subject and predicate. E.g. "I want to go outside."

No

a. Check No if child produces only single words, but does not combine them into simple phrases.

5. Child produces simple complete sentences, with subject and predicate.

Yes

a. Check Yes if child produces simple, or complex sentences with subject and predicate. These need not be grammatically correct. E.g. the child may say, "Me wanna go outside."

No

a. Check No if child produces only single words or phrases, but does not produces sentences with subject and predicate.

6. Child names objects or asks for names of objects.

Yes

a. Check Yes if child points to various objects and labels them. E.g. child points to milk container and says, "Milk". or "Mi" Points to light and says, "Light," or "Li" etc. Words do not have to be pronounced correctly, but must be understandable to Observer.

b. Check Yes if child asks teacher for names of objects. E.g. child points to milk container and asks, "What dat?" In this case, we would also check Yes to item 9, Child asks questions.

No

a. Check No if child does not point to objects and label them or asks for their names.

b. Check No if child merely uses names of objects in conversation, but is not labling them to demonstrate his knowledge. E.g. the child may point to the milk container and say, "I want milk" or "Mi" in an imperative tone of voice, which is demanding in quality.

When a child labels object for the sake of labeling, his voice has a less demanding quality to it.

7. Child converses about on-going activity.

Yes

a. Check Yes if child carries on extended conversation (more than a few words or phrases) about an on-going activity. The child's speech must be intelligible to the Observer.

b. Check Yes if the child is conversing with a teacher, another child, or himself.

No

a. Check No if child's speech is not intelligible to the Observer, or is limited to a few words or phrases.

8. Child converses about topic not directly related to on-going activity.

Yes

a. Check Yes if child talks about past or future events, or is simply carrying on a social conversation which is not directly connected with an activity which he is engaged in at the time.

No

a. Check No if the child's speech is unintelligible to the Observer, or is limited to a few words or phrases.

b. Check No if the child is talking about an on-going activity.

9. Child asks questions.

Yes

a. Check Yes if child asks questions which are understandable to the Observer. This includes why, when, what, where, who, and what questions.

b. Check Yes whether he asks a teacher, another child, or himself questions.

No

a. Check No if the child does not ask any questions during the observation period.

b. Check No if the child asks questions but they are unintelligible to the Observer.

10. Child engages in playful vocal interchange.

Yes

a. Check Yes if the child engages in a playful vocal interchange. This includes intelligible speech, singing or babbling. The child's intent is not primarily to communicate but to play with words or sounds.

b. Check Yes if the child makes up word games, such as rhyming, nonsense words, engages in bathroom humor ("Doo-dee" while laughing.)

No

a. Check No if the child either produces no vocal sounds or uses speech primarily for purposes of communication.

11. Child talks to self.

Yes

a. Check Yes if the child talks to himself. His speech must be intelligible to the Observer. He may produce single words or complete sentences. He may talk to himself about an on-going activity or about a topic not directly connected with an on-going activity. He may ask himself questions, which he may or may not answer. He may engage in word play, such as singing to himself, making up nonsense words, etc.

No

a. Check No if the child does not vocalize at all during the observation period or if his speech is unintelligible to the Observer. If the child is babbling to himself, check Yes for item 1, Child vocalizes at least once during observation period.

b. Check No if the child's speech is directed to another person.

CHILD'S RESPONSE TO OTHER'S VERBAL BEHAVIOR

This pertains to the sample child's response to the verbal behavior of other people (teachers, other children, or other adults), and is therefore contingent on their behavior. If another person first produces the relevant behaviors listed below, Check Yes or No, depending upon whether the child responds appropriately or not. If, however, another person does not produce the relevant behavior, which the child can respond to, Check N.A. (Not Applicable).

1. Child responds vocally when spoken to.

Yes

a. Check Yes if the child responds vocally when spoken to by another person (teachers, other children, etc.) The child's vocal response may be intelligible speech or babbling.

No

a. Check No if when spoken to the child does not respond vocally at least once during the observation period.

b. Check No if the child complies non-verbally with a verbal request by another person, but does not respond vocally. E.g. the teacher may ask the child to put his toys away. The child may do so, without responding vocally.

N.A.

a. Check N.A. if no one speaks to the sample child during the entire observation period.

2. Child complies non-verbally with verbal request by others.

Yes

a. Check Yes if another person asks or tells the child to do something and the child complies non-verbally.

b. If the child complies non-verbally, but also responds verbally, check Yes for both items 1 and 2. E.g. if the teacher asks the child to put his toys away, the child may say, "In a minute" and then procede to put his toys away.

No

a. Check No if the child does not comply non-verbally with a verbal request made by another person. The child may respond verbally, "I don't want to," and refuse to comply, in which case you Check Yes for item 1, but no for item 2.

b. Check No if the child says he will comply ("In a minute"), but does not comply non-verbally, i.e. he continues to do what he was doing.

N.A.

a. Check N.A. if no one asks or tells the child to do anything during the entire observation period.

3. Child answers questions with more than yes or no.

Yes

a. Check Yes if child answers questions put to him by other people with more than yes or no. The answer may be limited to a few words ("I don't know" or "Over there") or consist of several phrases or sentences. The child's response must be intelligible to the Observer.

No

a. Check No if the child answers questions with yes or no.

b. Check No if the child responds to questions by shaking his head yes or no.

c. Check No if the child responds to questions with more than yes or no, but the child's response is unintelligible to the Observer.

Mp/

CHECKLIST OF TEACHER-CHILD LANGUAGE

CHILD'S NAME

CHILD'S I.D. NO. (32–37)

DATE OF OBSERVATION

OBSERVATION CYCLE

TIME ☐AM ☐PM

OBSERVER'S INITIALS

TEACHER (Check only behavior directed to sample child)	(Check One)	
TEACHER'S VERBAL BEHAVIOR	Yes (1)	No (2)
1. Speaks to C at least once during Obs period. (38)		
2. Generally speaks to C in clear, understandable language. (39)		
3. Teaches new words, verbal concepts. (40)		
4. Converses with C about ongoing activity. (41)		
5. Converses with C about topic not directly connected with on-going activity. (42)		
6. Engages in playful verbal interchange with C. (43)		
7. Encourages/prompts C to speak. (44)		
8. Asks C questions and encourages verbal response. (45)		
9. Gives reasons, explains (46)		

TEACHER'S RESPONSE TO CHILD'S BEHAVIOR	Yes (1)	No (2)	N.A. (3)
1. Responds verbally when C vocalizes to her. (47)			
2. Complies non-verbally with vocal request by child. (48)			
3. Answers C's questions with more than yes or no. (49)			

CHILD (Check all vocal behavior directed to others or self)	(Check One)	
CHILD'S VOCAL BEHAVIOR	Yes (1)	No (2)
1. Vocalizes at least once during obs. period. (51)		
2. Speech is generally clear enough for O to understand most of it. (52)		
3. Produces single words. (53)		
4. Produces 2 or 3 word phrases. (54)		
5. Produces simple complete sentences, with subject and predicate. (55)		
6. Names objects or asks for names of objects. (56)		
7. Converses about on-going activity. (57)		
8. Converses about topic not directly related to on-going activity. (58)		
9. Asks questions. (59)		
10. Engages in playful vocal interchange. (60)		
11. Talks to self. (61)		

CHILD'S RESPONSE TO OTHER'S VERBAL BEHAVIOR	Yes (1)	No (2)	N.A. (3)
1. Responds vocally when spoken to. (62)			
2. Complies non-verbally with verbal request by others. (63)			
3. Answers questions, with more than yes or no. (64)			

____(75) ____6 (80)

June 27, 1973

CHECKLIST OF TEACHER-CHILD INTERACTION: CONTROL MANUAL

Introduction

When a sample child is 12 months old, the first detailed assessment of teacher-child control interactions will be made, using a naturalistic observational technique. The assessment will be repeated along with the other field procedures when the child reaches 18, 27, and 36 months of age. This more in-depth analysis of control interactions differs from that made with our CORE instrument in the following basic respects:

1. Definition

Whereas CORE control is generally conceptualized as any attempt by the teacher to get the child to either do something or refrain from doing something, in-depth control is operationally defined in terms of eight control issues. (The term in-depth control will be used throughout this manual to characterize in summary form the Checklist of Teacher-Child Interaction: Control). Each of the eight issues deals with situations in which the teacher makes an attempt to set limits on a child's behavior. In-depth control thus deals with the context or focus of the control interaction while CORE control does not. The eight control issues included are in no way meant to be exhaustive of all possible issues that might arise. These particular issues to be defined in a later section, were chosen because of their importance in the socialization process, and the frequency with which they arise in a caretaking situation.

2. Control Techniques

The list of in-depth control techniques represents both an extension and further delineation of some of the techniques listed in CORE control. This allows for a more refined analysis of the range and variety of techniques used by day-care workers in their control attempts.

3. Outcome Patterns

CORE control does not actually deal with the nature of the teacher-child interaction but rather provides information about the frequency of the teacher's attempts to get the child to do something and the particular approach used in doing so. CORE control, therefore, does not permit us to evaluate the effectiveness or degree of success of her control attempts. The design of in-depth control does permit us to make this kind of differentiation. Success in control efforts is defined in terms of the child's voluntary compliance while unsuccessful control interactions are those in which the child either refuses to comply or must be forced into compliance through the teacher's use of some physical method. A further distinction is being made between immediate and ultimate compliance. For practical reasons, the description of the different outcome patterns are limited to the initial and terminal points in the interaction sequence. For example, the teacher may initiate a control attempt in which the child does not immediately comply. If she chooses to persist, a series of interchanges might occur before the issue is resolved. In the case of such more complex interactions, we exclude the specific intermediate steps taken and record in summary form, the status or outcome of the sequence as seen at the end of our timed observational period.

4. Affective quality of the interchange

CORE does allow for the description of the teacher's affective state during the observed sequence but not as it specifically relates to a control-interaction. In-depth control, through its inclusion of an affective category, provides a more complete picture of the nature of those control interactions in that it provides the observers with a method for distinguishing warm control interactions from the more turbulent, unpleasant ones. This is an important distinction which has to be made since communications impact on children not only at the content/cognitive level, but at the style/emotional level as well.

Procedure

1. The same procedures are followed for the collection of control and learning-interaction data as described in the general introduction and procedure section of the manual. (Refer to that section because only those procedural considerations applying to control will be listed here).

2. In-depth control is never to be done when the teacher is out of the room. Thus, the teacher's presence is a prerequisite for starting a control observation.

3. Only one control issue and one outcome pattern is to be recorded per ten-minute observational interval. Multiple-coding of teacher's control technique is permitted. The observer is to merely indicate the techniques employed by placing check marks in the appropriate boxes.

4. If one of the six child-determined control issues is observed but the teacher does not respond with a control technique, item 11 (no response) is checked under B. (Teacher's Control Techniques). In such an instance, moreover, nothing is to be coded under C. (Outcome Patterns) or D. (Affective Quality of Interchange) for the obvious reason that these two coding categories become irrelevant.

5. If a control interaction occurs within a learning context, the observer is to analyze and code it as a learning interaction. In other words, when a choice must be made between whether an interaction is of a control or learning nature, the procedural dictates are that the observer choose learning, unless of course, the two required learning interaction analyses have been completed.

CONTROL IN-DEPTH

A. Control Issues

The control issue recorded must be independent of the other issues listed. If another issue evolves from a previous one within a 10-minute period, record the one that occurred originally.

Teacher-Determined

Issues 1 and 2 have been characterized as teacher-determined because the decision as to whether or not they become control issues hinges on the teacher's specific behavior or response to the child. The child must be our sample child.

1. Teacher refuses child's request or demand

The child asks permission to do something or to have something. The teacher denies permission to the child and Control Issue 1 becomes the focus of our observation. If the teacher should grant the child's request, there is no control issue. The key element here is the teacher's refusal. The child's request most frequently will be made through verbal means, particularly at older ages. However, with our 12-month sample, we must be especially alert to non-verbal requests as in a child holding out his arms in an attempt to get the teacher to pick him up. The teacher must make or give some overt sign of refusal. She may verbalize her refusal, use "no" gestures like shaking her head or waving a finger back and forth, or employ more directly physical signs of refusal such as slaps.

Examples:

a. The child asks for a cookie. The teacher says that he can't have one because it's too close to his lunch time.

b. A child calls the teacher's name several times. The teacher who is busy chatting with a neighbor eventually looks at her and shakes her head negatively. The child then goes over to the T.V. and starts to watch it.

c. A child reaches for a piece of candy in a bowl on the table. The teacher slaps his hand and the child leaves the candy alone.

Exclusions:

a. Glaring looks by the teacher and failure to respond in any way to the child are not considered as acts of refusal because of their subtlety. The teacher must produce some more observable sign of refusal as described above.

b. A child may call the teacher's name repeatedly. The teacher who is on the phone neither responds or looks in her direction -- she ignores her completely. While this may be interpreted as an act of refusal by some, we are excluding it from our definition of refusal due to its highly inferential quality.

2. Teacher limits child's choice of play materials, play area, activity, or behavior

Whenever the teacher indicates that the child is not to play with certain items, in particular areas of the home, or not to engage in certain activities or behavior, Control Issue 2 is recorded. As with Issue 1, the teacher's transmission of this information may be verbal or non-verbal; however, the latter again must be specifically overt.

Examples:

a. The child is playing in the kitchen. The teacher tells him to play in the bedroom.

b. The child is climbing on the sofa and the teacher picks him up and places him on the floor.

c. Another child is drumming his fingers on a hard surface. The teacher quiets them by placing her hands over his.

Exclusions:

a. Same as in 2 -- intense stares will not suffice. The teacher must actively restrain or limit child in some way.

b. Gates, which close off parts of the house or room, and closed doors are not considered as limitations unless the teacher is observed to use them in response to a particular child behavior such as moving in the direction of that "off limits" area.

Child-determined

The remaining control issues have been conceptualized as child-determined because the stage for a control-interaction derives from the child's behavior. The teacher's role, therefore, becomes that of merely the controlling agent and not the precipitator as in the case of the first two issues. The child in question must be our sample child.

3. Verbal conflict with peer

The child is involved in a verbal battle with another child. Included in this issue would be any demonstrated verbal aggression toward a peer such as arguing, shouting of insults, etc. Often children will express aggression through direct non-verbal signals. The message of these communications is as clear as those delivered verbally and should be considered here. Behavioral expressions of aggression or hostility that we also include under Issue 4 are spitting and sticking-out one's tongue.

Exclude: Verbal altercations that are paired with hitting. This type of behavior will be handled by Issue 5 -- physical conflict.

Exhibition of wild, noisy or disruptive behavior

Two factors must be taken into account in deciding whether or not Issue 4 is applicable:

(a) The degree to which the exhibited behaviors are wild and/or noisy.

(b) The extent to which said behavior intereferes with the ongoing activity of peers or teachers. An activity may be wild and noisy without being disruptive to anyone, such as in the case of an entire group running about laughing and playing. Thus, the crucial determinant must be whether or not someone else's activity is impeded in any way due to the behavior of another. Even if only one child out of the group is being disturbed by the antics of the others, we record Control Issue 4.

Examples:

a. Child trying to watch T.V. while a couple of her peers are running noisily about. The child first looks angrily in the direction of the disturbance and then turns up the volume control.

b. Child is looking at a book. Our sample child runs into the room and turns off the light, leaving the child in relative darkness, then runs out laughing.

c. Child is having a temper tantrum while couple of children are trying to take a nap.

Exclude:

a. Exhibition of wild, noisy behavior that results in injury to child.

b. Behaviors that are more like idiosyncratic annoyances to the teacher, such as finger drumming and perseverative babbling. We are describing these as aspects of Control Issue 2.

c. Behaviors that may be bothersome or appear excessively noisy to the observers but which have no apparent disturbing impact on other children or the teacher.

5. Verbal or physical aggression to adult

The target of the child's attack may be either the teacher or any other adult present at the time of the observation, including the observer. This category encompasses such acts as hitting, negative verbal statements directed to an adult, forcefully trying to take things, hair-pulling, etc.

Example:

Observer is sitting in the room watching our sample child who is very aware of that fact. The child walks over to the observer and hits her, says, "I don't like you," or tries to take her stopwatch.

Exclude:

Physical or verbal statements of aggression made to the teacher by the child as a reaction to an authoritarian act by the teacher.

Example:

The teacher tells the child to pick up his toys and the child responds with a decisive "No, I won't' "
The verbal or physical aggression directed toward the teacher or other adult must be an independent, original act, not associated with or a part of some other episode.

6. Destruction of play materials or other equipment

An act by the child that involves breaking or damaging toys, household equipment, etc. is the focus of Control Issue 6. The destructive act does not necessarily have to originate from a malicious, angry outburst but may simply evolve from the child's natural curiosity about how things are put together. We also include accidental acts of breakage by the child. If the teacher takes the damaged article away from the child or curtails the ongoing destructive activity in some fashion, Issues 2 and 6 become very similar. However, any limiting behavior by the teacher precipitated by the child's destroying of an object is considered a case of Control Issue 6. Examples of objects that a child may damage are books, magazines, clocks, large and small appliances a variety of toys, etc.

Exclusions:

a. Things (e.g., pieces of paper, old magazines, discarded objects of no value) which are given to the child specifically for dismantling or playing are not included under this issue.

b. Items broken in the course of a physical fracas are not separated from the more prominent act of a physical conflict. Thus, this would be incorporated and recorded as Control Issue 7.

c. Articles destroyed in the process of the child's demonstration of disruptive behavior do not get recorded here. This will be recorded as an instance of Control Issue 7. However, if the damaged article is hurled about and hits or comes close to hitting a peer, we describe the observed sequence as a case of Control Issue 8 -- potential danger.

7. Physical conflict with peer

The child is hitting, shoving, or actively fighting with a peer. Anytime the element of physical aggression is observed in combination with the verbal, it is recorded as Issue 7, since Issue 3 is reserved only for incidents in which the exhibited aggression is purely verbal. Also included here are those incidents in which two or more children are physically struggling over a toy.

Exclude:

Injuries which result from a physical conflict are recorded as instances of Issue 8 -- potential danger or actual danger.

8. Potential danger situation to either self or peer

If the child's behavior is either injurious or potentially injurious to himself or to a peer, Issue 8 is coded. Thus the concern here is both clear and present danger situations and potentially dangerous situation The determination of potentially dangerous acts must of necessity be made on the basis of the sample child's age. At 12 months of age, a good rule of thumb is that all small, manipulative items such as buttons, pins, coins, etc., are potentially harmful if the child has them in his possession. With older-aged subjects, these things are commonly used as play materials. Therefore, in the case of older children, the observer must take into account what he is doing with the items in deciding whether or not they are potentially harmful. If, for example, an older child has one of these items in his mouth, it is clearly a case of Issue 8.

For all ages, we consider the following acts as constituting possible danger situations:

(a) Child playing with knives, exposed wall outlets, hot stove or pipes, matches, sharp scissors, broken or sharp-edged objects. Exclude blunt-edged, child-sized scissors that a child may be trying to use constructively.

(b) Child climbing on top of high surfaces from which he could fall, like tables, cabinet counters, window sill, etc.

(c) Potential danger to peers -- child swinging or throwing items in direction of another child, such as heavy toys, sharp items of some sort, objects with hard surfaces, or smaller items that could hit a child in the eye.

This situation should be distinguished from normal rough-house playing between children of comparable size.

Exclude:

Rough-housing between similar sized children but include in issue 8 those situations in which a substantially larger child is playfully rough-housing with a smaller younger peer. This kind of mis-pairing could easily result in injury to the smaller child.

B. Teacher's Control Techniques

The observer must indicate from the range of choices presented the way or ways in which the teacher attempts to resolve the control issue.

1. Gives Reasons

The teacher gives reasons or explains in a logical fashion why a child should do or not do something. The explanation must be a purely rational one with no element of promising or threatening the child.

Example:

a. "Don't play near the radiator pipes because you might burn and hurt yourself."

2. Praises

The teacher verbally praises or approves of the child's behavior. This will usually be done in response to a child's compliance with a teacher's request. It may be paired with another technique simultaneously as well. It, therefore, differs from many of the other methods which are actual methods used by the teacher to exact compliance. Praising is a verbal reinforcement that demonstrates the teacher's pleasure with the child's behavior.

Examples:

a. The child has stopped hitting a peer as he was told. The teacher says "That's a good boy."

b. A child is jumping on the bed. The teacher says, "You've been so good today generally, but let's not jump on the bed." (Joint use of Praise, asks, tells)

3. Promises, rewards

(a) The teacher promises the child a reward contingent on his compliance with her request.

Example:

a. "If you'll stop yelling, I'll give you a nice book to color in."

(b) The teacher expressed her approval of some behavior by actually giving the child a tangible reward. This is the concrete counterpart to praise and likewise, will usually succeed compliance.

Example:

a. The child stops yelling and is given the coloring book and crayons.

4. Diverts, distracts

The teacher eliminates the control issue by diverting the child's attention to something else.

Example:

a. The child is playing with a lovely crystal candy bowl. The teacher draws her interest to a doll and then removes the bowl to another location.

5. Asks, Tells

The teacher asks or tells the child to do something or stop doing something. The teacher's tone of voice may be authoritatively firm but should not be loud or threatening.

Example:

a. "Stop playing with the light shade, James." "Will you please stop making all of that noise."

6. Physically restrains, removes

The teacher may hold the child, grab an object from him without substituting another or physically remove him from the conflict situation. The teacher's mood and affective state in this instance may vary between pleasant, neutral, or angry.

Example:

a. The child is playing with matches. The teacher takes them away from him.

Exclude:

If teacher substitutes an item for the undesirable one, this is a use of Techique 4 - diverts, distracts.

7. Threatens, screams

(a) The teacher may directly threaten to punish the child in an attempt to bring him under control. This technique is limited to mere statements of punishment that might result to the child.

Example:

a. "If you don't stop running through the house, you will have to go to bed."

(b) In contrast to an explicit threat, she may scream at the child in a loud, reprimanding tone of voice. The threat in this case is an implicit one, therefore, we do not separate these techniques for our recording purposes.

Example:

a. "STOP HITTING THE BABY!"

8. Punishes - isolates, deprives

The teacher punishes a child by taking away a privilege (deprives) or separating the child from others (isolates).

Example:

a. The child is forbidden from watching T.V. or going outside due to some misbehavior.

b. The child is told to play alone in another room until he learns to play amicably with his peers.

9. Denigrates, shames

The teacher verbally attacks the child in a personally demeaning fashion. Usually the content and the tone will be critical in such an instance. Statements of denigration have no constructive potential. Verbal expressions that intend to shame a child are those which cause a child to feel embarrassed and inadequate in some way. Shaming statements are usually not as intensely critical as those of denigration, however, they both attack the child's persona and reflect a rather glaring insensitivity to his emotional needs.

Example:

a. A child is pulling on the observer's hair. The teacher responds by saying, "You really do act stupid!" (denigration) or she might say, "Only babies act like that." (shaming)

10. Punishes - hits, spanks, shakes

A form of corporal punishment is used as a control technique. The child has to be hit, spanked, or shaken by the teacher for this technique to be recorded.

Exclude:

Grabbing the child or holding him tightly which are examples of the use of Technique 8.

11. No Response

This category is marked when any one of Control Issues 3 - 8 exists but the teacher makes no attempt to control the child. One of the things that we are interested in documenting is the number of times teachers demonstrate a rather laissez-faire approach to control through their failure to respond to existing control issues. Whenever Control Issue 1 or 2 is checked some control technique *must* be recorded because the very nature of these issues presumes a teacher response.

C. Outcome Patterns

1. Immediate Compliance

If the child complies with the teacher's control attempt right away. (i.e., does what she says) the outcome pattern is one of immediate compliance.

Example:

a. Child is playing with an electric fan (Issue 8)

b. Teacher tells her to stop because she might hurt herself (Technique 1)

c. Child moves away from fan and starts to watch TV (Outcome Pattern 1)

2. Compliance after teacher persists

The teacher makes an attempt to limit the child in one of the ways defined under the control issues but the child does not obey right away. The teacher persists until the child ultimately does what is asked. The appropriate outcome pattern for describing this control interaction thus becomes 2 - compliance after teacher persists.

Example:

Modifying our previous example slightly, let's suppose our child continues to play with the fan after the teacher's initial control effort. The teacher might then say, "If you don't stop now, I'm going to spank you." Upon hearing this, the child does obey. The observer in this instance would make the appropriate recording beside numbers 1 and 7 for the teacher's technique, and the outcome pattern becomes compliance after teacher persists.

3. Unknown - observation period ends while teacher is persisting

If the 10-minute observation period ends during a control interaction in which the teacher is still trying to bring about compliance (i.e., persisting) when the time expires, the outcome pattern is Unknown. The observer is therefore not in a position to evaluate the effectiveness of the teacher's control attempt within the constraints of the time sample but the issue and the techniques used must still be identified.

4. Teacher intervenes after misbehavior has ended

The teacher limits the child after the child has already stopped misbehaving. Here too, the observer is unable to evaluate the effectiveness of the teacher's control attempt, but the issue and the techniques she uses must still be identified.

Example:

a. The teacher comes across a magazine which the child has ripped up on a previous occasion. The teacher tells the child not to rip up her magazines (Issue 6, Technique 5, and Outcome Pattern 4).

5. Teacher forces compliance through physical force or punishment

This outcome pattern results in compliance but differs from the other patterns that end with compliance in that the decision to comply is imposed externally -- by the controlling agent. .

Example:

a. The child is hitting a younger peer (Issue 7) The teacher tells him that he is a bad boy and simultaneously picks up the younger child and takes him out of the room (Techniques 9 and 6) and Outcome Pattern 5. In this case, the resolution of the control issue resulted not from the child's voluntary decision to comply but rather from the teacher's partial elimination of the problem.

b. The child is playing with the top of a garbage can. The teacher subsequently takes it away from him. (Control Issue 2, Technique 6, and Outcome Pattern 5).

6. Non-compliance - Teacher gives up

This control interaction outcome is one in which the teacher gives up in the face of non-compliance by the child. No distinction is made between giving up after having persisted for a while and giving up after having failed to gain immediate compliance. It must be apparent that the teacher's decision to let the matter drop was self-determined and not a result of external conditions, such as being distracted by someone or something. If the latter occurs, then the outcome must be considered Unknown.

Example:

a. The sample child is having a noisy, disruptive temper tantrum at the expense of other youngsters who are straining to hear "Captain Kangaroo" (Issue 4). The child continues to howl despite the teacher's use of diversion (Technique 4) and offer of a cookie in return for a little quiet (Technique 3). Obviously tired and frustrated, the teacher walks away or says, "You'll stop when you get tired enough." (Outcome Pattern 6)

b. The teacher tells the child not to climb on the sofa (Issue 2). The child continues the unsanctioned climbing and the teacher says or does nothing else.

D. Affective quality of interchange

After items under categories A, B, and C have been recorded the observer is to indicate on a 5-point scale the affective or emotional quality of the control interaction. The affective states of both the teacher and the child are to be jointly considered since this represents a global description of the interchange and not an assessment of the participants' individual affective states.

1. Warm, friendly

The teacher employs her control technique in a kindly, non-threatening way. Her tone of voice is pleasant and non-coercive. To receive a 1 rating, the teacher must restrict herself to the use of any of the techniques between 1 and 5, in addition to employing the above described style. The child's behavior must similarly be characterized by positive dispositional traits. The designation of a 1 to the control interchange is not necessarily dependent on the resulting outcome pattern. A child may not comply but do so in a playful, teasing manner which is not adversely provocative. Since it is unlikely that a child will respond to a control attempt with overt signs of pleasure, the largest consideration in this instance may have to be given to the teacher's handling of the interchange, provided the child does not demonstrably indicate displeasure or mere resignation.

2. If the teacher uses any one of the more physical techniques between 6 and 8, but in a manner like that described under the warm, friendly category, the interaction should be coded as a 2. Of course the child's reaction must similarly be marked by an absence of unhappiness and pique. Generally, however, this type of control episode is smooth-running and tranquil, with elements of 1 (warm, friendly), and 2 (neutral) present.

3. Neutral - This type of interchange is typified by a matter-of-fact approach on both the teacher and child's part. The interaction is neither pleasant nor unpleasant. If the child complies, it is done in a resigned, complacent fashion. The teacher's tone is firm and definitive without being harsh or strident. Failure to gain immediate compliance does not result in any substantial change in the teacher's affective state or controlling style. Resistance, if offered, from the child is not aggressive or balky. Such a control episode will be largely uneventful and bland.

4. A 4 rating is reserved for those instances in which a) only one of the participants in the control interaction is clearly angry, and, b) the teacher and the child both display negative affect but fall short of being in actual conflict. In the latter instance, the teacher may threaten the child who responds with an impertinent remark or by sulking. In the case of a, the child might respond to the teacher's use of a neutral deprivation technique by crying or some other form of verbal protest. When the observer is in doubt about whether the interaction is a 3 or 5, the point between these two intervals (4) should be recorded.

5. Stormy, bitter conflict - This kind of control interchange is marked by overt wrangling and negative emotionality between the sample child and control agent. The key elements in the character of the interchange are conflict and discord. The teacher's style is harsh and punitive. The sample child"s reaction to the control attempt is verbally and/or physically resistant as exemplified by crying, screaming, struggling, or kicking. Both parties display prominent signs of anger or hostility.

CHILD'S NAME

CHILD'S ID NO. (1–6)

DATE OF OBSERVATION (7–12)

OBSERVATION CYCLE (13)

OBSERVER'S INITIALS

1ST CONTROL ISSUE

(15) TIME ☐ AM ☐ PM

A. CONTROL ISSUE

(16) 1. ☐ Teacher refuses child's request or demand
2. ☐ Teacher limits child's choice play materials, play area, activity or behavior
3. ☐ Verbal conflict with peer
4. ☐ Exhibition of wild, noisy or disruptive behavior
5. ☐ Verbal or physical aggression to adult
6. ☐ Destruction of play material or other equipment
7. ☐ Physical conflict with peer
8. ☐ Potential danger situation to either self or peer

B. TEACHER'S CONTROL TECHNIQUES*

(19) 1. ☐ Gives Reasons
2. ☐ Praises
3. ☐ Promises, rewards
4. ☐ Diverts, distracts
5. ☐ Asks, tells
6. ☐ Physically restrains, removes
7. ☐ Threatens, screams
8. ☐ Punishes – isolates, deprives
9. ☐ Denigrates, shames
O. ☐ Punishes – hits, spanks shakes
X. ☐ No response

C. OUTCOME PATTERN

(20) 1. ☐ Immediate compliance
2. ☐ Compliance after teacher persists
3. ☐ Unknown–Obs. period ends while teacher is persisting
4. ☐ Teacher intervenes after misbehavior has ended
5. ☐ Teacher forces compliance through physical force or punishment
6. ☐ Non-compliance – teacher gives up

D. AFFECTIVE QUALITY OF INTERCHANGE

(21) 1. ☐ Warm, friendly
2. ☐
3. ☐ Neutral
4. ☐
5. ☐ Stormy, bitter conflict

2ND CONTROL ISSUE

(22) TIME ☐ AM ☐ PM

A. CONTROL ISSUE

(23) 1. ☐ Teacher refuses child's request or demand
2. ☐ Teacher limits child's choice play materials, play area, activity or behavior
3. ☐ Verbal conflict with peer
4. ☐ Exhibition of wild, noisy or disruptive behavior
5. ☐ Verbal or physical aggression to adult
6. ☐ Destruction of play material or other equipment
7. ☐ Physical conflict with peer
8. ☐ Potential danger situation to either self or peer

B. TEACHER'S CONTROL TECHNIQUES*

(26) 1. ☐ Gives Reasons
2. ☐ Praises
3. ☐ Promises, rewards
4. ☐ Diverts, distracts
5. ☐ Asks, tells
6. ☐ Physically restrains, removes
7. ☐ Threatens, screams
8. ☐ Punishes – isolates, deprives
9. ☐ Denigrates, shames
O. ☐ Punishes – hits, spanks, shakes
X. ☐ No response

C. OUTCOME PATTERN

(27) 1. ☐ Immediate Compliance
2. ☐ Compliance after teacher persists
3. ☐ Unknown–Obs. period ends while teacher is persisting
4. ☐ Teacher intervenes after misbehavior has ended
5. ☐ Teacher forces compliance through physical force or punishment
6. ☐ Non–compliance – teacher gives up

D. AFFECTIVE QUALITY OF INTERCHANGE

(28) 1. ☐ Warm, friendly
2. ☐
3. ☐ Neutral
4. ☐
5. ☐ Stormy, bitter conflict

*Multiple Code

_____ (75) 7 (80)

New York City Infant Day Care Study

PHYSICAL SETTING, MATERIAL AND EQUIPMENT CHECKLIST

(6 and 12 Months Observation)

8/74

CHILD'S NAME	CHILD'S ID# (1-6)	OBSERVATION CYCLE (7)
PROGRAM	DATE OF ASESSMENT (9-14)	OBSERVER'S INITIALS (15)
GROUP NAME OR NUMBER (16)		
TEACHER-MOTHER'S NAME (17-1?)	ADDRESS	

A. NUMBER OF CHILDREN ASSIGNED IN FAMILY DAY CARE HOME

	(Circle One)							
1. Number of children under 12 months	1	2	3	4	5	6	Unknown	______ (20-21)
2. Number of children 13 months to 5 years	1	2	3	4	5	6	Unknown	
3. Number of children of school age	1	2	3	4	5	6	Unknown	

4. Name and age of other sample children assigned to home

______________________ ______

______________________ ______

______________________ ______

☐ There are no other sample children in home ______ (22)

B. PLAYROOM

1. Is playspace adequate for number of children assigned: **(Check One)**
   - a. ☐ There is adequate space for children to play and move about
   - b. ☐ Playspace is somewhat restricted
   - c. ☐ Playspace is crowded ______ (23)

2. Noise:
   Is playroom reasonably free from extraneous noise? ☐ Yes ☐ No

   If no, **explain** ______________________

   ______________________ ______ (24)

3. Ventilation:
   - a. Are windows used for ventilation? ☐ Yes ☐ No ☐ Other

   If other **specify source** ______________________

______ (75)

Ventilation (Cont'd.)

b. Describe comfort level of room: **(Check One)**
- ☐ room is comfortably ventilated
- ☐ room is too hot and stuffy
- ☐ room is too cold ______ (25)

4. Lighting:
   Lighting is adequate ☐ Yes ☐ No ______ (26)

5. Water Supply:
   There is running water in the room ☐ Yes ☐ No ☐ Unknown

   If no, **specify** nearest source ______________________ ______ (27)

6. Appearance of Playroom:
   a. General appearance: **(Check One)**
   - ☐ cheerful (attractive colors, pictures, pleasant)
   - ☐ moderately cheerful
   - ☐ dingy (drab, unpleasant) ______ (28)

   b. **Level of Cleanliness: (Check One)**
   - ☐ generally clean
   - ☐ dirty (built up grime) ______ (29)

7. Play Materials:

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	
a. Visual objects					______ (30)
b. Manipulative auditory objects					______ (31)
c. Soft objects					______ (32)
d. Manipulative objects					______ (33)
e. Push-pull toys					______ (34)
f. Books					______ (35)
g. Mirror					______ (36)
h. Gross motor equipment					______ (37)

______ (38)

8. Accessibility of Play Material:
   a. play materials available in crib/playpen
   - ☐ visual
   - ☐ other
   - ☐ none

   b. play materials available, outside the crib/playpen, within the child's reach **(Check One)**
   - ☐ none
   - ☐ one
   - ☐ two-five
   - ☐ six or more ______ (39)

9. Audio-Visual Equipment:

	NONE	ONE FOR ROOM	UNKNOWN
a. Television			
b. Record Player or tape disc			
c. Radio			

______ (40)

10. Basic Furniture

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	ONE FOR ROOM	UNKNOWN
a. Playpen					
b. Twin stroller or stroller					
c. Rocker					

______ (41)

C. SPACE FOR CLOTHING AND BELONGINGS
(Check One)

☐ Children's clothing stored in separate containers
☐ Children's clothing stored in separate area, but not in separate containers
☐ No set storage area for children's clothing
☐ Unknown

______ (42)

D. BATHROOM & DIAPERING FACILITIES

1. Which of the following are used for diapering?
   a. ☐ Counter
   b. ☐ Bed
   c. ☐ Crib
   d. ☐ Other, **describe** ____________________
   ____
   ____
   e. ☐ Unknown
2. Is water near diapering area? ☐ Yes ☐ No ☐ Unknown
3. Is surface clean and comfortable? ☐ Yes ☐ No ☐ Unknown
4. Is diapering equipment available? ☐ Yes ☐ No ☐ Unknown
5. Is diapering equipment convenient to diapering area? ☐ Yes ☐ No ☐ Unknown

______ (43)

6. Washing and toileting equipment:

	NONE	ONE FOR ROOM	UNKNOWN
a. Plastic tub or container for bathing			
b. Clothes hamper			
c. Covered container for soiled diapers			

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	UNKNOWN
d. Diapers or disposable diapers					
e. Training chairs, potties					

______ (44)

E. EATING ARRANGEMENT

1. Space is adequate for feeding the infants ☐ Yes ☐ No
2. Kinds of chairs and tables used for eating
   (Check One)
   ☐ Low chair with tray (feeding tender)
   ☐ High chairs
   ☐ Low chairs and tables
   ☐ Infant seats
   ☐ Other, **explain** ________________________________
   ____
3. Eating utensils are appropriate to age of child ☐ Yes ☐ No ______ (45)
4. Ventilation – Windows are used for ventilation
   in eating area. ☐ Yes ☐ No ☐ Unknown
   If no, **specify** source ________________________________
   ____ ______ (46)

F. KITCHEN FACILITIES (Family Day Care Only)

1. Kitchen light is adequate for cooking ☐ Yes ☐ No ☐ Unknown ______ (47)
2. Kitchen ventilation:
   Windows are used for ventilating kitchen ☐ Yes ☐ No ☐ Unknown
   If no, **specify** source ________________________ ☐ Unknown ______ (48)
3. Kitchen equipment includes:
   a. Refrigerator ☐ Yes ☐ No ☐ Unknown
   b. Sink ☐ Yes ☐ No ☐ Unknown
   c. Stove ☐ Yes ☐ No ☐ Unknown
   d. Storage for food (staples, dry food) ☐ Yes ☐ No ☐ Unknown
   e. Dishwasher or means for sterilization ☐ Yes ☐ No ☐ Unknown
   f. Freezer section of refrigerator/freezer ☐ Yes ☐ No ☐ Unknown
4. Condition of Kitchen equipment
   a. Equipment is generally clean ☐ Yes ☐ No ☐ Unknown
   b. All equipment is in working order ☐ Yes ☐ No ☐ Unknown ______ (49)
5. Garbage disposal consists of:
   (Check One)
   ☐ Incinerator
   ☐ Garbage cans
   ☐ Other, **describe** ________________________________
   ____
   ☐ Unknown ______ (50)

00211

G. SLEEPING ARRANGEMENTS

(Circle One)

1. How many children sleep in a room 1 2 3 4 5 6 7 8 9 10 Unknown

Over 10, give number ______ ______ (51)

2. Space between individual cribs in sleeping room:
(Check One)

a. ☐ two feet or more

b. ☐ less than two feet

c. ☐ unknown

______ (52)

3. Sleeping and resting equipment:

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	UNKNOWN
a. Cribs and/or portable cribs					
b. Crib matresses					
c. Crib sheets					
d. Crib blankets					

______ (53)

DO NOT STOP CONTINUE TO PAGE 6!

H. SAFETY INDOORS

	YES	NO	UNKNOWN	NOT APPLICABLE	
1. Windows are guarded					____ (54)
2. Paint is not peeling or flaking					____ (55)
3. Flooring is free from tripping and slipping hazards					____ (56)
4. Fire extinguisher is readily available					____ (57)
5. There is an uncluttered fire stairway or fire escape					____ (58)
6. The following equipment is protected: a. Radiators					____ (59)
b. Hot water/steam pipes					____ (60)
c. Electric outlets, wires					____ (61)
7. There are **NO** floor heaters					____ (62)
8. There are **NO** floor fans					____ (63)
9. There is a telephone on the premises					____ (64)
10. There are numbers for emergency posted near telephone					____ (65)
11. There are **NO** visible fire Hazards					____ (66)
12. First aid supplies, insecticides, cleaning equipment, sharp objects and medicines are out of children's reach.					____ (67)
13. Babies are protected when asleep (crib sides are up or other protection)					____ (68)

________ (69)

____5____ (79)

PHYSICAL SETTING, MATERIAL AND EQUIPMENT CHECKLIST
(18 to 36 Month Observation)

8/74

CHILD'S NAME	CHILD'S ID#	OBSERVATION CYCLE
PROGRAM	DATE OF ASSESSMENT	OBSERVER'S INITIALS
GROUP NAME OR NUMBER		
TEACHER-MOTHER'S NAME	ADDRESS	

A. NUMBER OF CHILDREN ASSIGNED IN FAMILY DAY CARE HOME

(Circle One)

1. Number of children under 12 months 1 2 3 4 5 6 Unknown ____
2. Number of children 13 months to 5 years 1 2 3 4 5 6 Unknown
3. Number of children of school age 1 2 3 4 5 6 Unknown
4. Name and age of other sample children assigned to home

____________________ ____

____________________ ____

____________________ ____

☐ There are no other sample children in home ____

B. PLAYROOM

1. Playspace
   (a) Adequacy of playspace **(Check one)**
   - ☐ There is adequate space for children to play and move about
   - ☐ Playspace is somewhat restricted
   - ☐ Playspace is crowded ____

   (b) Organization of playspace
   - ☐ Quiet activity area
   - ☐ Block building area
   - ☐ Gross motor play area
   - ☐ Housekeeping area
   - ☐ Playspace is not organized ____

2. Noise:
   Is playroom reasonable free from extraneous noice? ☐ Yes ☐ No

   If no, **explain** ____________________

   ____________________ ____ (75) ____

3. Ventilation:
   a. Are windows used for ventilation? ☐ Yes ☐ No ☐ Unknown

      If no **specify source** ______________________

   b. Describe comfort level of room: **(Check One)**
      - ☐ room is comfortably ventilated
      - ☐ room is too hot and stuffy
      - ☐ room is too cold

4. Lighting:
   Lighting is adequate ☐ Yes ☐ No

5. Water Supply:
   There is running water in the room ☐ Yes ☐ No ☐ Unknown

   If no, **specify** nearest source ______________________

6. Appearance of Playroom and Arrangement
   a. General appearance: **(Check One)**
      - ☐ cheerful (attractive colors, pictures, pleasant)
      - ☐ moderately cheerful
      - ☐ dingy (drab, unpleasant)

   b. Level of cleanliness: **(Check One)**
      - ☐ generally clean
      - ☐ dirty (built up grime)

7. Play Materials:

	AMT. FOR NO. OF CHILDREN			VARIETY WITHIN CATEGORIES		
	NONE	INADEQUATE	ADEQUATE	MINIMAL	MODERATE	HIGH
a. Creative play materials						
b. Musical materials						
c. Push-pull toys						
d. Gross motor equipment						
e. Language materials						
f. Dramatic/role play material						
g. Puzzles						
h. Put togeth/sort. discrim. toys						
i. Other manipulative material						
j. Large blocks/unit blocks						

8. Accessibility of Play Materials:
   a. Are toys within the child's reach? **(Check One)**
      - ☐ None
      - ☐ Few
      - ☐ Some
      - ☐ Most

9. Audio-Visual Equipment:

	NONE	ONE FOR ROOM	UNKNOWN
a. Television			
b. Record player or tape disc			
c. Radio			

10. Basic Furniture:

	AMT. FOR NO. OF CHILDREN/MATERIALS		
	NONE	INADEQUATE	ADEQUATE
a. Low chairs			
b. Low tables			
c. Low shelving/toy chest			

C. SPACE FOR CLOTHING AND BELONGINGS (Check One)

1. ☐ Children's clothing stored in separate containers
2. ☐ Children's clothing stored in separate area, but not in separate containers
3. ☐ No set storage area for children's clothing
4. ☐ Unknown

D. BATHROOM AND DIAPERING FACILITIES

1. Are training chairs/potties or low toilets available? ☐ Yes ☐ No ☐ Unknown
2. Level of cleanliness of bathroom: **(Check One)**
   - ☐ Generally clean
   - ☐ Dirty (Built up grime)

*3. Which of the following is used for diapering? **(Check One)**
   - a. ☐ Counter
   - b. ☐ Bed
   - c. ☐ Crib
   - d. ☐ Other, **describe** ______________________

*4. Is water near diapering area? ☐ Yes ☐ No ☐ Unknown
*5. Is surface clean and comfortable? ☐ Yes ☐ No ☐ Unknown
*6. Is diapering equipment/material available? ☐ Yes ☐ No ☐ Unknown
*7. Is diapering equipment convenient to diapering area? ☐ Yes ☐ No ☐ Unknown
*8. Is there a covered container for soiled diapers? ☐ Yes ☐ No ☐ Unknown ☐ N.A.

E. EATING ARRANGEMENT

1. Space is adequate for feeding the children ☐ Yes ☐ No
2. Kinds of chairs and tables used for eating **(Check One)**
   - a. ☐ Low chair with tray (feeding tender)
   - b. ☐ High chairs
   - c. ☐ Low chairs and tables
   - d. ☐ Adult size chairs and tables
   - e. ☐ Other, **explain** ______________________
3. Eating utensils and plates are appropriate to age of child ☐ Yes ☐ No
4. Ventilation – Windows are used for ventilation in eating area. ☐ Yes ☐ No ☐ Unknown

   If no, **specify** source ______________________

*Fill out only if child is still in diapers.

F. KITCHEN FACILITIES (FAMILY DAY CARE ONLY)

1. Kitchen light is adequate for cooking ☐ Yes ☐ No ☐ Unknown
2. Kitchen ventilation:
   Windows are used for ventilating kitchen ☐ Yes ☐ No ☐ Unknown
   If no, **specify** source ____________
3. Kitchen equipment includes:
   a. Refrigerator ☐ Yes ☐ No ☐ Unknown
   b. Sink ☐ Yes ☐ No ☐ Unknown
   c. Stove ☐ Yes ☐ No ☐ Unknown
   d. Storage for food (staples, dry food) ☐ Yes ☐ No ☐ Unknown
   e. Dishwasher or means for sterilization ☐ Yes ☐ No ☐ Unknown
   f. Freezer section of refrigerator/freezer ☐ Yes ☐ No ☐ Unknown
4. Condition of kitchen equipment:
   a. Equipment is clean ☐ Yes ☐ No ☐ Unknown
   b. All equipment is in working order ☐ Yes ☐ No ☐ Unknown
5. Garbage disposal consists of: **(Check One)**
   a. ☐ Incinerator
   b. ☐ Garbage cans
   c. ☐ Other, **describe** ____________
   ____
   e. ☐ Unknown

G. SLEEPING ARRANGEMENTS

(Circle One)

1. How many children sleep in a room 1 2 3 4 5 6 7 8 9 10 Unknown
   Over 10 give number ______
2. Space between individual cribs/cots/beds: **(Check One)**
   a. ☐ Two feet or more
   b. ☐ Less than two feet
   c. ☐ Unknown
3. Sleeping and resting equipment:

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	NOT APPLIC.
a. Cribs/cots/beds					
b. Blankets					
c. Sheets					
d. Mattresses					

DO NOT STOP CONTINUE TO PAGE 5!

H. SAFETY INDOORS

	YES	NO	UNKNOWN	NOT APPLICABLE	
1. Windows are guarded					___
2. Paint is not peeling or flaking					___
3. Flooring is free from tripping and slipping hazards					___
4. Fire extinguisher is readily available					___
5. There is an uncluttered fire stairway or fire escape					___
6. The following equipment is protected: a. Radiators					___
b. Hot water/steam pipes					___
c. Electric outlets, wires					___
7. There are **NO** floor heaters					___
8. There are **NO** floor fans					___
9. There is a telephone on the premises					___
10. There are numbers for emergency posted near telephone					___
11. There are **NO** visible fire hazards					___
12. First aid supplies, insecticides, cleaning equipment, sharp objects and medicines are out of children's reach.					___
13. Children are protected when asleep (crib sides are up or other protection)					___

___

___

June 4, 1973

PHYSICAL SETTING, MATERIALS AND EQUIPMENT CHECKLIST - CODING MANUAL
(6, 12, 18, 27, and 36 month observations)

INTRODUCTION

The Physical Setting, Materials and Equipment Checklist is designed to assess the physical environment of the child. It obtains information about numbers of persons in the setting, physical space and appearance, play materials, eating, sleeping and toileting arrangements, and various health and safety factors.

The Checklist observations are made when the child is six, twelve, eighteen, twenty-seven and thirty-six months of age. They are obtained on the same day as Core observations. There are two Checklist forms: one for the 6 and 12 month observation cycles, and another for the 18, 27 and 36 month observation cycles. One basic coding manual has been prepared for both forms, since much of the information obtained at all age levels is the same. Those sections of the forms which have been expanded or modified are explained in a supplementary manual. This supplement is only used for the 18, 27 and 36 month form.

CODING

Generally, in filling out the Checklist the observer makes a "yes/no" judgement about aspects of the environment, or indicates the presence of certain equipment or qualities. For these instances in which she does not observe the facility, material, etc., an additional category, "unknown" is provided.

The observer checks "yes" or "no" only when she is sure of the item in question. For example, the observer would check "yes" for kitchen equipment in working order, only if she has seen the equipment in use, or received evidence that it works, e.g., the child is served hot food. She would check "no" only if she observed the equipment does not work, e.g., water does not come out when the taps are turned. She would check "unknown" if she has no definite information.

If the observer does not see other equipment (basic furniture, audio-visual equipment and washing/toileting equipment), the observer would check "none", only if she has viewed most of the location or has viewed those places the equipment would most likely be found, e.g., the bathroom for washing/toileting equipment. If the observer has only seen a small portion of the location, she would check "unknown".

The Checklist can be filled out during the course of the day, as long as the observer is alert to any changes that occur. For example, the observer may check "none" under play material-soft object, but toward the end of the day the caregiver might bring out a stuffed animal. The observer must then change her original recording. As a general rule, the observer should record the information as she observes it, but at the same time be prepared to make changes.

Since environmental conditions can change from week to week, the observer must make judgements about the environment for that day on which she observes.

For example, an observer may judge the play space as adequate on one occasion; and judge it as restricted on a second occasion, if conditions have changed: There are more people present, more material is out, etc.

HEADING

Be sure to fill out all the information in the heading. If you are observing in a family day care home, record the caregiver's name and her address. If you are observing in a group center, record the group number or name.

A. Number of Children

Circle the number of children assigned to the family day care home. Even if one or more are absent on the day of observation, including the teacher-mother's children. School age children are to be counted if they are twelve years of age or younger. A sample child is a child in our study.

B. Playroom

1. Adequacy of playspace

If the child plays in more than one room, judgements about space, noise, ventilation, etc., should be based upon conditions in the room where he spends most of his time.

(a) In judging adequacy of playspace, take into account the number of people in the room, the placement of furniture and play materials, and the amount of space where the child is actually allowed to play, e.g., an area in the room may be cordoned off, and the child only permitted to play within it.

A playspace would be judged adequate, if there are clear pathways through which the child can move from where he is to where he wants to go. A clear pathway is unobstructed by furniture, equipment, etc., and is broad and easily visible. Clear pathways mean that the child can easily crawl or walk from place to place without encountering immovable obstructions, or without constantly stumbling across other persons. In addition, take into account whether there is any good size open space so that the child could move in any direction if he were placed in its center.

(b) Check playspace as somewhat restricted, if the pathways are short and/or narrow. The child has some space to crawl or walk, but the space seems somewhat crowded.

(c) Check playspace as crowded, if the child has almost no space to crawl or walk. The child crawls or walks and constantly meets up with obstructions. It is difficult for the child not to bump into something or someone as he moves. Furniture, equipment, etc., seem to take-up most of the space.

Do not check playspace as crowded, if the caregiver keeps the child in a playpen or crib during most of the day...In the checklist we are not concerned with the caregivers use of space, but in the abstract available space. We will gather information about use of space in Core.

A. Number of Children

If there are no children in a given age category, e.g., (3) children of school age, leave the line blank; do not add a "0".

The sample child is included in your count of the number of children.

If you are doing a 12 month observation, include the sample child in your count of children under 12 months, e.g., item (1), even if the child is 13 or 14 months of age on the day of observation.

2. Noise

Extraneous noise primarily refers to noise within the apartment or group center. Extraneous noise is a constant din which prevents people from hearing what each other says, even though they are in close physical proximity.

Check yes, that the playroom is reasonably free from extraneous noise, if the noise is associated with the children's activities.

Check no, in the following situations, if the condition is fairly constant:

(a) The T.V. or radio or record player is on for an hour or more, at a loud pitch, and the child is not watching or listening.

(b) The pipes are clanging loudly.

(c) Adults are constantly shouting at each other

(d) The noise in the hall or from trucks/fire-engines, etc., outside, interferes with hearing the sounds in the room.

3. Ventilation

(a) Check yes, for windows when you see a window, even if the window is closed.

Check no for windows, if a window is present but obviously sealed. For example, the window is covered by plastic material which is taped down, or by an iron gate which doesn't permit hands to pass through.

Check no for window, if the window is in an adjacent area which is partitioned off, e.g., there is a window in the kitchen, but the kitchen is separated from the livingroom by a partition.

(b) In judging comfort level of the playroom watch primarily for child cues. If the child isn't sick, but he is sweating a lot and/or red in the face, check the room as too hot and stuffy. As an added check note whether you are having trouble breathing or feel like removing some of your clothes. Take into account, however, whether you are wearing particularly warm clothing. If the child is huddled up, or wearing only a diaper when you don't feel warm enough in your clothes, check the room as too cold.

4. Lighting

Check yes if the lighting is adequate for reading.

5. Water Supply

Check yes, if the water is in the room. Do not check yes if the water is in an adjacent area, which is partitioned off. If there is no running water in the room, specify nearest source, in terms of which room it is, and how many rooms away it is from the playroom, or the room where the child spends most of his time.

6. Appearance of Playroom and Arrangement

(a) General Appearance

Check cheerful, if the room is brightly painted, has pictures on the wall, generally is colorful and attractively arranged, has variety. Special efforts have been made with the decor.

Check moderately cheerful, if the room is somewhat pleasant, but not much effort has been taken with the decor. The room may be painted an acceptable color and the arrangement may be adequate, but it is not especially bright or varied.

Check dingy if the room is dark, drab, monotonous. The room feels oppressive.

(b) Level of Cleanliness

In judging cleanliness, we are not interested in niceties, but in noting conditions which fall beyond the pale.

We recongize that people have different values about what is clean. Some people feel perfectly comfortable with a certain amount of mess, e.g., articles out of place, some dust, etc.; others do not.

Check yes if dirt/disorder is associated with that day's activities, e.g., recent spillage of food, toys scattered about, etc.

Check no, if dirt/disorder is the result of built-up grime. The playroom looks like it hasn't been cleaned for weeks. The rug, furniture, equipment are filthy. Garbage is strewn about. The place smells. The child has urinated/defecated on the floor and it has been left for a few hours.

Do not comfuse dirty and dingy. Dingy refers to the appearance of the room, whether it is clean or not clean. Dirty refers to the cleanliness level, regardless of the general room appearance.

7. Play Materials for Six and 12 Month Observations

This pertains to the kinds of play material seen on the day of observation. Although we recognize that the child may have access to additional toys on other days, the unknown category is not provided. The observer records just what she sees.

Play material includes both commercial play material and improvised play material. Commercial play material is material which is bought in the store and designed specifically for children. Improvised play material is commercial, but not specifically designed for children. Before the observer can consider a material an improvised play material, it must be clear to her that the caregiver has provided the child with it. If a child happens to crawl to the cupboard, and starts playing with pots and pans, do not record these materials as play materials.

Each play material is recorded once. In other words, it can not be recorded in more than one grouping, e.g., manipulative objects and push-pull objects. In some instances, an observer may be unsure about the group where she should make her recordings; many play materials are multi-functional. As a general rule, the observer should make her recording on the basis of the materials primary function or most complicated function. For example, the peg bus (a truck with holes in the top for pegs) can be used as a push-pull toy; but its most complicated function falls into the fine motor category. Therefore, it should be grouped under manipulative objects. As an aid to the observer, a list of toys will be provided in which the group for each toy is stated.

(a) Visual Objects

Objects which are out of the child's arm reach. These objects, however, must be within seeing range for the child. For example, children's pictures or mobiles hung low on the wall, a mobile or picture hung above a diapering counter, mobiles hung over a crib or playpen.

(b) Manipulative auditory objects

Objects which can be manipulated and make sounds. Rattles, squeak toys, music boxes, toy telephones, xylophones, sound producing mobiles, if they are within the child's arm reach.

(c) Soft objects

Stuffed dolls, animals, texture balls, foam rubber blocks, clutch balls, pieces of material. Do not include the child's blanket, unless it is a security blanket.

(d) Manipulative objects

Teething rings, beads, containers, plastic/wooden animals, stacking toys, mobiles which are within the child's arm reach. This would also include manipulative objects which are part of a piece of equipment, e.g., beads on the side of a crib or playpen.

7. Play materials for six-month and twelve-month observations

In family day care settings, count all the pre-school children spending the day in the home when you determine whether there is less than one per child, one per child, or more than one per child of a particular play material.

(e) Push-pull toys

Any toy with wheels as long as it doesn't have an additional more complicated function. Any toy attached to a string that the child can pull around the room. Any toy attached to a handle which the child can push and pull. Push-pull toys with handles that make music as they move, should be counted as push-pull toys, not manipulative-auditory toys.

(f) Books

Count as books even books which provide for the child's manipulation, e.g., Pat the Bunny.

(g) Mirror

In order for a mirror to be counted, it must be of the unbreakable sort, or a door mirror. Do not count an ordinary mirror to which a baby must be raised in order to see himself.

(h) Gross motor equipment

Moderately large objects which stimulate the child to use most or all of his body. Crawlers, hobby horses, jolly jumpers, rocking boats, slides, steps, cloth tunnels, etc. Do not include push-pull toys unless the child can ride on top or in them, e.g., truck. Do not include gross motor equipment which is obviously inappropriate for a 6 or 12 month child, e.g., a bicycle.

8. Accessibility of play material

By accessibility, we mean that the play materials are within the child's reach. The caregiver does not have to get them for the child, although she may have originally put them out. The child may have to crawl to them, or reach up to a low shelf, or into a cubicle/box, but the play materials are there for him, if he wants them.

(a) If there are any play materials in the crib/playpen during the course of the day, specify the kinds of materials: Visual (see definition above) and/or other (manipulative, soft objects, etc.). This would include materials which are attached to the crib/playpen, e.g., mobiles, as well as those which are unattached.

If there is both a play pen and a crib in the setting, make your judgement according to where the child spends most of his playtime.

If you see no play materials in the crib/playpen during the course of the day, check none.

If the child does not have a crib or playpen, check not applicable.

(b) If the child is able to reach play materials, outside the crib/playpen, check the amount: one, two-five or six and more. If they are out of his reach, check, none. Check this item, even if the child does not have a crib or playpen.

10. Basic Furniture

(a) Playpen

Check none, if you see a crib which can be converted into a playpen, but is not used as a playpen during the day of observation.

Do not use the one for room category. If there are three children in the setting and one playpen, check the less than one per child category. If there is one child in the setting and one playpen, check the one per child category.

In recording the number of playpens per children, do not consider those children who are 18 months and older. The number of children is based upon those who are younger than 18 months.

(b) Twin stroller or stroller

Do not use the one for room category. The category you check should indicate the number of strollers per child.

Each twin stroller counts as two strollers.

(c) Rocker (Adult Size) in playroom

Check none, if there is no rocker in the playroom. Check one for room, if there is one or more. Do not check the categories which indicate number per child. Only a rocking chair which is adult size should be recorded.

C. Space for clothing and belongings

1. A separate container can be a box or a bureau drawer as long as each child has his own box or drawer.

2. A special area can be the top of a bureau.

D. Bathroom and Diapering Facilities

2. Water would be considered near diapering area if it is in the same room.

3. Surface of diapering area would be considered comfortable, if there is some kind of soft padding across the surface. Do not check yes, unless the surface is both clean and comfortable.

4. Diapering equipment should include powder, cotton, or some other soft towel/tissue, and a lubricant such as lotion.

5. Diapering equipment would be considered convenient, if it is right next to where the baby is diapered. The caregiver does not have to leave the baby in order to reach the equipment.

6. Washing and toileting equipment

(b) and (c) If the caregiver uses a clothes hamper for both clothes and diapers, check clothes hamper - one for room, and check covered container for soiled diapers - none.

Even if the baby is no longer in diapers, check items (a), (b) and (e).

E. Eating Arrangements

1. Space for feeding the infants would be considered adequate if caregivers have enough chairs to sit upon, and space at a table to comfortably place food jars, bottles, etc.

2. Check the kind of chair and table used for eating by the child you are observing. If the child uses more than one kind, check the kind he used when he ate solid food.

If you check other, be specific in your explanation. For example, say, "Baby was held in arms", not, "Baby was held".

3. Eating utensils and plates

Check yes, if the baby is being fed with a baby spoon or teaspoon.

Check no, if the baby is being fed with anything larger than an ordinary teaspoon, or if the child is drinking unassisted from a glass cup .

4. Ventilation -(check as stated in B. 3a)

F. Kitchen Facilities (Family Day Care Only)

1. Kitchen light

Check yes, if one could easily read labels on packages.

2. Kitchen ventilation

(check as stated in B. 3a)

4. Condition of kitchen equipment

(a) Cleanliness of equipment

Check yes, if mess is the result of cooking activity for that day, e.g., recent spillage on stove, some fingerprints on refrigerator door, etc.

Check no, if mess is the result of built-up grime, e.g., heavy grease on burners and/or back of stove, dirty streaks across refrigerator door, etc.

As a rule of thumb, check no, if the kitchen equipment looks like it hasn't been cleaned for a week.

(b) Working order of equipment

Check yes, if you see the equipment in use or receive evidence that it has been used. For example, the caregiver gives the child some water, hot food, cold juice.

Check no, if you see or receive evidence that any of the equipment isn't operational. For example, the water doesn't come out of the taps, the caregiver takes milk from a window box instead of the refrigerator, there is a strong smell of gas, etc.

In all cases in which you are not sure about the equipment, check unknown.

G. Sleeping Arrangements

1. Circle the number of children you see sleeping in a room on the day of observation. If you haven't seen the children sleeping or where the children sleep, circle unknown.

2. If there is only one child assigned to the setting, e.g., a family day care home, check that the space between cribs is two feet or more.

In some instances, cribs might be placed at different distances from each other; for these situations, judge distance between cribs for the crib of the child you are observing.

3. Sleeping and resting equipment

(a) Count a playpen as a crib, if this is where the child sleeps.

(d) Any cloth covering (not plastic) can be counted as a blanket.

H. Safety Indoors

In addition to the yes, no and unknown categories, we have designated a not applicable category for safety indoors.

Not Applicable would be checked, if the equipment or physical feature referred to in any item is not present in the environment. Safety items which potentially might be checked as not applicable are items one (windows) and six (protection of radiators, hot water/steam pipes, etc.) For example, check not applicable, if there are no windows in the playroom. As a general rule, when you make judgements about safety, consider just those areas the child frequents. For example, before you check yes for guarded windows, all windows in an apartment or group center do not have to be guarded; however, the windows where the child plays, sleeps, etc. must be guarded.

There is one item which is an exception to the general rule. If the observer sees a fire hazard any place in the apartment or center, she is to check no.

(1) Windows

Check yes, if the windows have a gate or metal guard across them, or if they are split windows (windows can only open a small amount).

Check no, if there is a glass deflector across the window, a screen alone, or no guard.

(3) Tripping/Slipping hazards

Check no, if there is a beat-up rug

(4) Fire Extinguisher

Check yes, if the fire extinguisher is in the immediate hallway at a group center.

Check yes, if the fire extinguisher is in the apartment at a family day care home.

Check no, if the fire extinguisher is outside the apartment.

(5) Uncluttered fire stairway or fire escape

Check yes, only if the fire stairway or fire escape is completely uncluttered. If there is anything, e.g., garbage, skates, etc., blocking these passage-ways, check no.

In houses whose doors lead directly onto the street, check the front doorway and the alternate doorway or exit for blockage.

(6) Protection of equipment

(a) Radiators - Check yes, if the radiator has a radiator cover which completely covers the radiator or is covered by a heat reducing material such as asbestos.

(b) Hot water/steam pipes - Check yes, if the hot water/steam pipes are covered by a heat reducing material such as asbestos. If one hot water pipe is covered and the other is not, check no. If you don't know if the other is a hot water pipe, check unknown. If you are not sure whether a pipe carries hot or cold water, and the pipe is uncovered, check unknown. However, if the setting also contains uncovered steam pipes, check no.

(c) Electric outlets, wires

Check yes, if all the outlets are in use or sealed off, e.g., with a cap.

Check yes, if the outlet is behind a heavy piece of furniture.

(11) Fire hazards

Check yes that there are no visible fire hazards, only if you do not observe the following: matches in baby's reach, frayed electric cord, iron face down on ironing board, kerosene rags in a pile, rubbish, smell of gas, gas flames to heat the room, curtains right next to stove, cigarette left burning in a precarious place.

Check no, if you observe any instance of the above.

(13) Protection when asleep

Check yes, only if crib sides are up or there are a number of sturdy chairs right beside where baby is sleeping.

Check no, if there is a pillow acting as a protection.

New York City Infant Day Care Study

PHYSICAL SETTING, MATERIAL AND EQUIPMENT CHECKLIST

(6 and 12 Months Observation)

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CHILD'S NAME	CHILD'S ID# (1-6)	OBSERVATION CYCLE (7)
PROGRAM	DATE OF ASESSMENT (9-14)	OBSERVER'S INITIALS (15)
GROUP NAME OR NUMBER (16)		
TEACHER-MOTHER'S NAME (17-19)	ADDRESS	

A. NUMBER OF CHILDREN ASSIGNED IN FAMILY DAY CARE HOME

(Circle One)

1. Number of children under 12 months 1 2 3 4 5 6 Unknown ______ (20-21)
2. Number of children 13 months to 5 years 1 2 3 4 5 6 Unknown
3. Number of children of school age 1 2 3 4 5 6 Unknown
4. Name and age of other sample children assigned to home

______________________ ______

______________________ ______

______________________ ______

☐ There are no other sample children in home ______ (22)

B. PLAYROOM

1. Is playspace adequate for number of children assigned: **(Check One)**
   - a. ☐ There is adequate space for children to play and move about
   - b. ☐ Playspace is somewhat restricted ______ (23)
   - c. ☐ Playspace is crowded
2. Noise:
   Is playroom reasonably free from extraneous noise? ☐ Yes ☐ No

   If no, **explain** ______________________

   ______________________ ______ (24)
3. Ventilation:
   - a. Are windows used for ventilation? ☐ Yes ☐ No ☐ Other

     If other **specify source** ______________________

______ (75)

Ventilation (Cont'd.)

b. Describe comfort level of room: **(Check One)**
- ☐ room is comfortably ventilated
- ☐ room is too hot and stuffy
- ☐ room is too cold ______ (25)

4. Lighting:
Lighting is adequate ☐ Yes ☐ No ______ (26)

5. Water Supply:
There is running water in the room ☐ Yes ☐ No ☐ Unknown

If no, **specify** nearest source ______________ ______ (27)

6. Appearance of Playroom:

a. General appearance: **(Check One)**
- ☐ cheerful (attractive colors, pictures, pleasant)
- ☐ moderately cheerful
- ☐ dingy (drab, unpleasant) ______ (28)

b. Level of Cleanliness: **(Check One)**
- ☐ generally clean
- ☐ dirty (built up grime) ______ (29)

7. Play Materials:

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	
a. Visual objects					______ (30)
b. Manipulative auditory objects					______ (31)
c. Soft objects					______ (32)
d. Manipulative objects					______ (33)
e. Push-pull toys					______ (34)
f. Books					______ (35)
g. Mirror					______ (36)
h. Gross motor equipment					______ (37)

8. Accessibility of Play Material:

a. play materials available in crib/playpen
- ☐ visual
- ☐ other
- ☐ none ______ (38)

b. play materials available, outside the crib/playpen, within the child's reach **(Check One)**
- ☐ none
- ☐ one
- ☐ two-five
- ☐ six or more ______ (39)

9. Audio–Visual Equipment:

	NONE	ONE FOR ROOM	UNKNOWN
a. Television			
b. Record Player or tape disc			
c. Radio			

______ (40)

10. Basic Fumiture

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	ONE FOR ROOM	UNKNOWN
a. Playpen					
b. Twin stroller or stroller					
c. Rocker					

_____ (41)

C. SPACE FOR CLOTHING AND BELONGINGS
(Check One)

☐ Children's clothing stored in separate containers
☐ Children's clothing stored in separate area, but not in separate containers
☐ No set storage area for children's clothing
☐ Unknown

_____ (42)

D. BATHROOM & DIAPERING FACILITIES

1. Which of the following are used for diapering?
   a. ☐ Counter
   b. ☐ Bed
   c. ☐ Crib
   d. ☐ Other, **describe** ____________________
   ____
   ____
   e. ☐ Unknown

2. Is water near diapering area?	☐ Yes	☐ No	☐ Unknown
3. Is surface clean and comfort[illegible]?	☐ Yes	☐ No	☐ Unknown
4. Is diapering equipment avail[illegible]e?	☐ Yes	☐ No	☐ Unknown
5. Is diapering equipment conv[illegible]ent to diapering area?	☐ Yes	☐ No	☐ Unknown

_____ (43)

6. Washing and toileting equi[illegible]t:

	NONE	ONE FOR ROOM	UNKNOWN
a. Plastic tub or containe[illegible] bathing			
b. Clothes hamper			
c. Covered container for soiled diapers			

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	UNKNOWN
d. Diapers or disposable diapers					
e. Training chairs, potties					

_____ (44)

E. EATING ARRANGEMENT

1. Space is adequate for feeding the infants ☐ Yes ☐ No
2. Kinds of chairs and tables used for eating
   (Check One)
   ☐ Low chair with tray (feeding tender)
   ☐ High chairs
   ☐ Low chairs and tables
   ☐ Infant seats
   ☐ Other, **explain** ____________________
   ____
3. Eating utensils are appropriate to age of child ☐ Yes ☐ No ________ (45)
4. Ventilation – Windows are used for ventilation in eating area. ☐ Yes ☐ No ☐ Unknown
   If no, **specify** source ____________________
   ____________________ ________ (46)

F. KITCHEN FACILITIES (Family Day Care Only)

1. Kitchen light is adequate for cooking ☐ Yes ☐ No ☐ Unknown ________ (47)
2. Kitchen ventilation:
   Windows are used for ventilating kitchen ☐ Yes ☐ No ☐ Unknown
   If no, **specify** source ____________________ ☐ Unknown ________ (48)
3. Kitchen equipment includes:

a. Refrigerator	☐ Yes	☐ No	☐ Unknown
b. Sink	☐ Yes	☐ No	☐ Unknown
c. Stove	☐ Yes	☐ No	☐ Unknown
d. Storage for food (staples, dry food)	☐ Yes	☐ No	☐ Unknown
e. Dishwasher or means for sterilization	☐ Yes	☐ No	☐ Unknown
f. Freezer section of refrigerator/freezer	☐ Yes	☐ No	☐ Unknown

4. Condition of Kitchen equipment

a. Equipment is generally clean	☐ Yes	☐ No	☐ Unknown
b. All equipment is in working order	☐ Yes	☐ No	☐ Unknown

________ (49)

5. Garbage disposal consists of:
   (Check One)
   ☐ Incinerator
   ☐ Garbage cans
   ☐ Other, **describe** ____________________
   ____
   ☐ Unknown ________ (50)

G. SLEEPING ARRANGEMENTS

(Circle One)

1. How many children sleep in a room 1 2 3 4 5 6 7 8 9 10 Unknown

Over 10, give number ________ ________ (51)

2. Space between individual cribs in sleeping room:
(Check One)
   - a. ☐ two feet or more
   - b. ☐ less than two feet
   - c. ☐ unknown

________ (52)

3. Sleeping and resting equipment:

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	UNKNOWN
a. Cribs and/or portable cribs					
b. Crib matresses					
c. Crib sheets					
d. Crib blankets					

________ (53)

DO NOT STOP CONTINUE TO PAGE 6!

H. SAFETY INDOORS

	YES	NO	UNKNOWN	NOT APPLICABLE	
1. Windows are guarded					____ (54)
2. Paint is not peeling or flaking					____ (55)
3. Flooring is free from tripping and slipping hazards					____ (56)
4. Fire extinguisher is readily available					____ (57)
5. There is an uncluttered fire stairway or fire escape					____ (58)
6. The following equipment is protected: a. Radiators					____ (59)
b. Hot water/steam pipes					____ (60)
c. Electric outlets, wires					____ (61)
7. There are **NO** floor heaters					____ (62)
8. There are **NO** floor fans					____ (63)
9. There is a telephone on the premises					____ (64)
10. There are numbers for emergency posted near telephone					____ (65)
11. There are **NO** visible fire Hazards					____ (66)
12. First aid supplies, insecticides, cleaning equipment, sharp objects and medicines are out of children's reach.					____ (67)
13. Babies are protected when asleep (crib sides are up or other protection)					____ (68)

____ (69)

__5__ (79)

PHYSICAL SETTING, MATERIALS AND EQUIPMENT CHECKLIST-SUPPLEMENTARY MANUAL
(18, 27, and 36 month observations)

A. Number of Children (see page 2)

Playroom

B 1. Playspace

a) Adequacy of playspace (see page 2)

b) Organization of playspace

Organization of playspace refers to whether or not the space in the play room is divided into activity areas. An activity area is an area which is set up so that a specific kind of activity can occur in it.

Check quiet activity area if an area has been set up where the children can look at books, do puzzles, work with table blocks, draw, etc. Such an area will usually have such materials close at hand and will contain low tables and chairs. It will be out of the stream of more energetic activities, i.e., running, climbing.

Check block building area if an area or corner has been set up for building with large blocks. Such an area will have the blocks in a box or on low shelves and it will be out of the stream of more energetic activities.

Check gross motor play area if an area has been set up where the children can move about freely without encountering obstacles. This area may or may not contain stable equipment, e.g., a rocking boat, but it is the place the children go to dance, play circle games, ride trucks, etc.

Check housekeeping area, if an area has been set up with housekeeping play equipment or materials: play stove, sink, refrigerator and/or a variety of pots, dishes, utensils, housecleaning materials.

Check playspace is not organized, if the space in the playroom is not divided into activity areas, or no one area in the playroom has been set up for a specific activity.

B. 2 - 6 (see pps. 3-4)

B. 7. Play Materials

As in the six and twelve month observations, record the play material seen on the day of observation. Although, we recognize that the child may have access to additional toys on other days, the unknown category is not provided. The observer records just what she sees.

Play materials include both commercial play material, such as toys, and improvised play materials, i.e., the teacher or child improvised a "toy" out of material.

In recording play materials, the observer must first locate the category or group into which each material falls, i.e., push-pull toys or puzzles or musical materials, etc. For example, an xylophone would be placed in the musical materials category. She must then determine whether the amount of materials within each category is adequate or inadequate for the number of children present in the setting.

Since amount simply refers to number, she must also judge whether the variety within the category is minimal, moderate or high. Variety refers to whether there are different kinds of material within the category, e.g., clay, paint, crayons in the creative play materials category, as distinct from the total number of materials. Thus, a setting with 8 - 10 children present would be judged adequate in amount of creative play materials, if it had paper and 3 boxes of crayons, but judged minimal under variety.

To insure that the observers use the same criteria for judging amount and variety, guidelines have been prepared for each play material category. There are two sets of guidelines, one for settings in which 8 - 10 children are present and another for settings in which 1 - 3 children are present. If the setting contains 4 - 7 children or more than 10 children, the observer should scale the numbers accordingly. (See pps. 17 - 22 for criteria).

B. 8. Accessibility of play materials

Check the number of toys that are within the child's reach; none, few, some, or most. What we mean by within the child's reach is that the teacher dows not have to bring the toy to the child in order for him to obtain it. The toy is located on the floor, a low shelf or table, in a toy box, etc.

B. 10. Basic Furniture

a) Low chairs

Check adequate, if there are enough low chairs for the number of children, that is, each child has a chair.

Check inadequate, if there are low chairs, but the number is less than the number of children.

b) Low tables

Check adequate, if there are enough low tables so that the chairs can comfortably fit around them.

Check inadequate, if a low table(s) is present but if all the chairs were placed around it (them), they would not comfortably fit.

c) Low shelving/toy chest

Check adequate, if low shelving is present and the play materials can easily and neatly fit on the amount of shelving available.

Check adequate, if a toy chest is present and the toys can fit in it and fit without being hopelessly jumbled. A large cardboard box can act as a substitute for a wooden one.

Check inadequate, if the shelving is inadequate for the number of toys or the toy chest is too small for the number of toys.

C. Space for clothing and belongings (see page 8)

D. Bathroom and Diapering Facilities

2. Level of cleanliness of bathroom

Check generally clean, if there is some disorder, e.g., towels slung over hamper, laundry soaking in basin, etc. and some dirt, e.g., marks on mirror, a few streaks on sink, etc.

Check dirty, if the dirt is built up grime, e.g., toilet and/or floor/sink/basin, absolutely filthy. Check dirty, if toilet is not working.

4. (See D-2, page 8)

5. (See D-3, page 8)

6. Since we have dropped the section referring to diapers from the 18 to 36 month checklist, if the child is in diapers, before you check yes that diapering equipment/material is available, be sure that there is an adequate supply of diapers. Diapering equipment, therefore, should include powder, cotton or some other soft towel/tissue, a lubricant and an adequate supply of diapers.

7. (See D-5, page 8)

8. In order to check yes for a covered container for soiled diapers, the container must only be used for soiled diapers. If the teacher used the container for other clothes as well, check no.

E. Eating Arrangement

1. Space would be considered adequate in the eating situation, if the child(ren) and adult(s) can comfortably eat their meal without jostling each other. There is enough room for the dishes and utensils to be placed before the child.

2. (See page 9)

3. Eating utensils and plates

Check yes, if the child is feeding himself with nothing larger than a teaspoon.

A fork is also acceptable.

Check no, if the child is drinking out of a glass/cup unassisted when he doesn't yet have the skill or if the child is manipulating a knife when he doesn't yet have the skill. If the knife is a sharp knife as compared to a butterknife, always check no.

4. (See B. 3-a, page 3)

F. Kitchen Facilities (Family Day Care Only)

1 - 5 (See pps. 9-10)

G. Sleeping Arrangements

1 and 2 (See page 10)

3. Sleeping and resting equipment

a) A crib, bed, cot or playpen used as a crib can be considered as sleeping and resting equipment. Check less than one per child, if the child sleeps in somebody elses bed and no effort is made to prepare the bed for him by putting on fresh sheets or "his" sheets.

d) Check not applicable for mattress if the child sleeps on a cot.

H. Safety Indoors

1 - 6 (See pps. 11-12)

13. Check yes, only if crib sides are up or there are a number of sturdy chairs beside the bed, provided the bed is high.

Check no, if there is a pillow acting as a protection when the child is sleeping in a high bed.

Check not applicable, if the child sleeps on a cot or on a low bed.

7 and 8 Floor heaters/Floor fans

Check no, if the heater or fan is placed where the child can climb or reach e.g., low table.

The guidelines are as follows:

a) Creative play materials

Crayons/pencils/paste/fingerpaints/color markers/paints/clay or playdough.

Auxillaries: scissors/coloring books/paper/easels.

Amount	8-10 children	1-3 children
Adequate	paper + 3 boxes crayons-markers or jars of primary colors or 1 big box finger paints or 1 big jar paste & another material e.g., 2 boxes crayons/1 small box paints	paper + 1 box markers-crayons or 1 small box paint or a few jars of paint or 1 box finger paints

	8-10 children			1-3 children		
Variety	Minimal	Moderate	High	Minimal	Moderate	High
	paper + 1 material	paper + 2 materials	paper + 3 materials	(Same as for 8-10)		

b) Musical materials

Bells/drums/xylophone/marachas/triangles, etc.
children's records/music boxes, etc.

Amount	8-10 children	1-3 children
Adequate	1 record per child or 1 instrument per child (the music box can substitute for one of the instruments or records.)	(Same as for 8-10)

	8-10 children			1-3 children		
Variety	Minimal	Moderate	High	Minimal	Moderate	High
	The same instrument or one musical material such as records	two different kinds of instruments or one kind plus another musical material	three different kinds of instruments or two kinds plus another musical material	(Same as for 8-10)		

c) Push-pull-toys

Jiffy dump truck/pluto/snoopy/cow/frog/slinky kitten/slinky caterpiller/corn popper/musical push toy, etc.

Amount	8-10 children	1-3 children
Adequate	three toys	one toy

	8-10 children			1-3 children		
Variety	Minimal	Moderate	High	Minimal	Adequate	High
	one kind	two kinds	three kinds	(Same as for 8-10)		

d) Gross motor equipment

Rocking boat/gymhouse/large cart/cloth tunnel/ step slide/walking board/walker wagon/tricycle/ jungle gym or equipment child can climb, etc.

Amount	8-10 children	1-3 children
Adequate	three pieces of equipment	one piece of equipment

	8-10 children			1-3 children		
Variety	Minimal	Moderate	High	Minimal	Moderate	High
	one kind	two kinds	three kinds	(Same as for 8-10)		

e) Language material

Books/picture sets/see-and-say/chatter-pal
camera/telephone, etc.

Amount	8-10 children	1-3 children
Adequate	one material per child	at least three materials

	8-10 children			1-3 children		
Variety	Minimal	Moderate	High	Minimal	Moderate	High
	three different books or book substitutes e.g., picture set	four-seven different books or book substitutes	eight or more different books or book substitutes	one-two different books or book substitutes	three-five different books or book substitutes	six o more differen books or book subst tutes

f. Dramatic/role play materials

Puppets/dolls/stuffed animals/set of miniature people/set of miniature animals/dress up clothes/doll carriage/doll bed/doll house/garage/firehouse/barn/school house/ferris wheel/merry-go-round/houseboat/camper/airplane/little cars/little trucks/cash register/variety of pots and pans/variety of dishes/variety of utensils/variety of housecleaning materials/egg beater/strainer/wooden spoon/housekeeping furniture/household items (juice cans)

Amount	8-10 children	1-3 children
Adequate	1 material per child	at least three materials

	8-10 children			1-3 children		
Variety	Minimal	Moderate	High	Minimal	Moderate	High
	three different kinds of materials	four - seven different kinds of materials	eight or more different kinds of materials	one-two different kinds of materials	three - five different kinds of materials	six or more different kinds of materials

g. Puzzles

Insert/jigsaw/puzzle blocks

Amount	8-10 children	1-3 children
Adequate	7 puzzles	3 puzzles

	8-10 children			1-3 children		
Variety	Minimal	Moderate	High	Minimal	Moderate	High
	three different puzzles	4-7 different puzzles	8 or more different puzzles	1-2 different puzzles	3-5 different puzzles	6 or more different puzzles

h. Put together/sorting/discrimination toys

Table blocks/threading block/bead set/link set/nesting cups/ nesting barrels/rack-a-stack/tinker toys/lego /discovery ball/ baby zoo/funflowers/busy stores/monkey gym/lacing shoe/play squares/play rings/form box/color sorter/peg board/graduated peg board/work bench/peg bus/interlocking train or tugboat/ number counter/busy box/surprise box, etc.

Amount	8-10 children			1-3 children		
Adequate	seven materials			three materials		
	8-10 children			1-3 children		
Variety	Minimal	Moderate	High	Minimal	Moderate	High
	three different kinds	4-7 different kinds	8 or more different kinds	1-2 different kinds	3-5 different kinds	6 or more different kinds

i. Other manipulative material

Cardboard boxes/balls/mobiles/pounding bench/kalaidescope/bottle carrier/ pieces of cloth/plastic container/large basin/pitcher/funnel/floating toys (boats, animals), etc.

Amount	8-10 children			1-3 children		
Adequate	seven materials			three materials		
	8-10 children			1-3 children		
Variety	Minimal	Moderate	High	Minimal	Moderate	High
	three different kinds	4-7 different kinds	8 or more different kinds	1-2 different kinds	3-5 different kinds	6 or more different kinds

j. Large blocks/unit blocks

wooden/cardboard/foam rubber

Amount	8-10 children	1-3 children
Adequate	1/2 nursery set (about 130 pieces)	one small set (about 40 pieces)

(18 to 36 Month Observation)

8/74

CHILD'S NAME	CHILD'S ID#	OBSERVATION CYCLE
PROGRAM	DATE OF ASSESSMENT	OBSERVER'S INITIALS
GROUP NAME OR NUMBER		
TEACHER-MOTHER'S NAME	ADDRESS	

A. NUMBER OF CHILDREN ASSIGNED IN FAMILY DAY CARE HOME

	(Circle One)						
1. Number of children under 12 months	1	2	3	4	5	6	Unknown
2. Number of children 13 months to 5 years	1	2	3	4	5	6	Unknown
3. Number of children of school age	1	2	3	4	5	6	Unknown

4. Name and age of other sample children assigned to home

______________________ ______

______________________ ______

______________________ ______

☐ There are no other sample children in home

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B. PLAYROOM

1. Playspace

(a) Adequacy of playspace **(Check one)**

- ☐ There is adequate space for children to play and move about
- ☐ Playspace is somewhat restricted
- ☐ Playspace is crowded

(b) Organization of playspace

- ☐ Quiet activity area
- ☐ Block building area
- ☐ Gross motor play area
- ☐ Housekeeping area
- ☐ Playspace is not organized

2. Noise:

Is playroom reasonable free from extraneous noice? ☐ Yes ☐ No

If no, explain ______________________

____

______ (75)

Ventilation:

a. Are windows used for ventilation? ☐ Yes ☐ No ☐ Unknown

If no specify source ____________

b. Describe comfort level of room: **(Check One)**
☐ room is comfortably ventilated
☐ room is too hot and stuffy
☐ room is too cold

4. Lighting:

Lighting is adequate ☐ Yes ☐ No ____________

5. Water Supply:

There is running water in the room ☐ Yes ☐ No ☐ Unknown ____________

If no, specify nearest source ____________

6. Appearance of Playroom and Arrangement

a. General appearance: **(Check One)** ____________
☐ cheerful (attractive colors, pictures, pleasant)
☐ moderately cheerful
☐ dingy (drab, unpleasant)

b. Level of cleanliness: **(Check One)** ____________
☐ generally clean
☐ dirty (built up grime)

7. Play Materials: ____________

	AMT. FOR NO. OF CHILDREN			VARIETY WITHIN CATEGORIES		
	NONE	INADEQUATE	ADEQUATE	MINIMAL	MODERATE	HIGH
a. Creative play materials						
b. Musical materials						
c. Push-pull toys						
d. Gross motor equipment						
e. Language materials						
f. Dramatic/role play material						
g. Puzzles						
h. Put togeth/sort. discrim. toys						
i. Other manipulative material						
j. Large blocks/unit blocks						

8. Accessibility of Play Materials:

a. Are toys within the child's reach? **(Check One)** ____________
☐ None
☐ Few
☐ Some
☐ Most

9. Audio–Visual Equipment: ____________

	NONE	ONE FOR ROOM	UNKNOWN
a. Television			
b. Record player or tape disc			
c. Radio			

____

	AMT. FOR NO. OF CHILDREN/MATERIALS		
	NONE	INADEQUATE	ADEQUATE
a. Low chairs			
b. Low tables			
c. Low shelving/toy chest			

C. SPACE FOR CLOTHING AND BELONGINGS (Check One)

1. ☐ Children's clothing stored in separate containers
2. ☐ Children's clothing stored in separate area, but not in separate containers
3. ☐ No set storage area for children's clothing
4. ☐ Unknown

D. BATHROOM AND DIAPERING FACILITIES

1. Are training chairs/potties or low toilets available? ☐ Yes ☐ No ☐ Unknown
2. Level of cleanliness of bathroom: **(Check One)**
   ☐ Generally clean
   ☐ Dirty (Built up grime)

*3. Which of the following is used for diapering? **(Check One)**
   a. ☐ Counter
   b. ☐ Bed
   c. ☐ Crib
   d. ☐ Other, describe ______________________

*4. Is water near diapering area? ☐ Yes ☐ No ☐ Unknown
*5. Is surface clean and comfortable? ☐ Yes ☐ No ☐ Unknown
*6. Is diapering equipment/material available? ☐ Yes ☐ No ☐ Unknown
*7. Is diapering equipment convenient to diapering area? ☐ Yes ☐ No ☐ Unknown
*8. Is there a covered container for soiled diapers? ☐ Yes ☐ No ☐ Unknown ☐ N.A.

E. EATING ARRANGEMENT

1. Space is adequate for feeding the children ☐ Yes ☐ No
2. Kinds of chairs and tables used for eating **(Check One)**
   a. ☐ Low chair with tray (feeding tender)
   b. ☐ High chairs
   c. ☐ Low chairs and tables
   d. ☐ Adult size chairs and tables
   e. ☐ Other, explain ______________________
3. Eating utensils and plates are appropriate to age of child ☐ Yes ☐ No
4. Ventilation – Windows are used for ventilation in eating area. ☐ Yes ☐ No ☐ Unknown

   If no, specify source ______________________

*Fill out only if child is still in diapers.

F. KITCHEN FACILITIES (FAMILY DAY CARE ONLY)

1. Kitchen light is adequate for cooking ☐ Yes ☐ No ☐ Unknown
2. Kitchen ventilation:
   Windows are used for ventilating kitchen ☐ Yes ☐ No ☐ Unknown
   If no, specify source ____________________
3. Kitchen equipment includes:
   - a. Refrigerator ☐ Yes ☐ No ☐ Unknown
   - b. Sink ☐ Yes ☐ No ☐ Unknown
   - c. Stove ☐ Yes ☐ No ☐ Unknown
   - d. Storage for food (staples, dry food) ☐ Yes ☐ No ☐ Unknown
   - e. Dishwasher or means for sterilization ☐ Yes ☐ No ☐ Unknown
   - f. Freezer section of refrigerator/freezer ☐ Yes ☐ No ☐ Unknown
4. Condition of kitchen equipment:
   - a. Equipment is clean ☐ Yes ☐ No ☐ Unknown
   - b. All equipment is in working order ☐ Yes ☐ No ☐ Unknown
5. Garbage disposal consists of: **(Check One)**
   - a. ☐ Incinerator
   - b. ☐ Garbage cans
   - c. ☐ Other, describe ____________________
     ____
   - e. ☐ Unknown

G. SLEEPING ARRANGEMENTS

(Circle One)

1. How many children sleep in a room 1 2 3 4 5 6 7 8 9 10 Unknown
   Over 10 give number ________
2. Space between individual cribs/cots/beds: **(Check One)**
   - a. ☐ Two feet or more
   - b. ☐ Less than two feet
   - c. ☐ Unknown
3. Sleeping and resting equipment:

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	NOT APPLIC.
a. Cribs/cots/beds					
b. Blankets					
c. Sheets					
d. Mattresses					

DO NOT STOP CONTINUE TO PAGE 51

H. SAFETY INDOORS

	YES	NO	UNKNOWN	NOT APPLICABLE
1. Windows are guarded				
2. Paint is not peeling or flaking				
3. Flooring is free from tripping and slipping hazards				
4. Fire extinguisher is readily available				
5. There is an uncluttered fire stairway or fire escape				
6. The following equipment is protected:				
a. Radiators				
b. Hot water/ steam pipes				
c. Electric outlets, wires				
7. There are NO floor heaters				
8. There are NO floor fans				
9. There is a telephone on the premises				
10. There are numbers for emergency posted near telephone				
11. There are NO visible fire hazards				
12. First aid supplies, insecticides, cleaning equipment, sharp objects and medicines are out of children's reach.				
13. Children are protected when asleep (crib sides are up or other protection)				

NEW YORK CITY INFANT DAY CARE STUDY

8/74

CHILD'S NAME	CHILD'S I.D.NO.	DATE OF OBSERVATION	OBSERVATION CYCLE	OBSERVER'S INITIALS
	(1-6)	(7-12)	(13)	

SUMMARY OF TEACHER'S BEHAVIOR

	TEACHER 1	TEACHER 2	TEACHER 3
A. Enjoyment of Child			
1. Enjoys			
2.			
3. Neutral			
4.			
5. Doesn't enjoy			
	(15)	(21)	(27)
B. Responsiveness to Child's Cues			
1. Responsive			
2.			
3. Mixed			
4.			
5. Unresponsive			
	(16)	(22)	(28)
C. Responsiveness to Child's Social Overtures			
1. Usually responsive			
2.			
3. Sometimes responsive			
4.			
5. Usually unresponsive			
9. Not applicable			
	(17)	(23)	(29)
D. Encouragement of Child's Explorations			
1. Encouraging			
2.			
3. Neutral/Mixed			
4.			
5. Restrictive/Controlling			
	(18)	(24)	(30)
E. Encouragement of Child's Verbalizations			
1. Encouraging			
2.			
3. Neutral/Mixed			
4.			
5. Discouraging			
	(19)	(25)	(31)
F. Authority Role			
+ 2 ☐ 1 Authoritarian			
+ 1 ☐ 2			
0 ☐ 3 Democratic			
− 1 ☐ 4			

G. Organization of Routines

(34) + 2. ☐ 1 Overorganized/Rigid
+ 1. ☐ 2
0. ☐ 3 Organized/Flexible
− 1. ☐ 4
− 2. ☐ 5 Disorganized

H. Level of Stimulation

(35) + 2. ☐ 1 Overstimulating
+ 1. ☐ 2
0. ☐ 3 Stimulating
− 1. ☐ 4
− 2. ☐ 5 Unstimulating

I. Unusual Conditions

(36) 1. ☐ No
2. ☐ Yes If Yes, Describe:

K. Unusual Behavior by Teacher

(37) 1. ☐ No
2. ☐ Yes If Yes, Describe:

SUMMARY OF CHILD'S BEHAVIOR

A. Social Responsiveness to Teacher

(38) Frequency	(39) Quality
1. ☐ High	1. ☐ Positive
2. ☐	2. ☐
3. ☐ Moderate	3. ☐ Mixed
4. ☐	4. ☐
5. ☐ Low	5. ☐ Negative
	6. ☐ Neutral

B. Social Responsiveness to Peers

(40) Frequency	(41) Quality
1. ☐ High	1. ☐ Positive
2. ☐	2. ☐
3. ☐ Moderate	3. ☐ Mixed
4. ☐	4. ☐
5. ☐ Low	5. ☐ Negative
9. ☐ Not Applicable	6. ☐ Neutral
	9. ☐ Not Applicable

C. Curiosity	D. Task Orientation
(42) 1. ☐ High	(43) 1. ☐ High
2. ☐	2. ☐
3. ☐ Moderate	3. ☐ Moderate
4. ☐	4. ☐
5. ☐ Low	5. ☐ Low

E. Independence	F. Emotional Tone
(44) 1. ☐ High	(45) 1. ☐ Happy
2. ☐	2. ☐ Content
3. ☐ Moderate	3. ☐ Bland
4. ☐	4. ☐ Mod. Unhappy
5. ☐ Low	5. ☐ Unhappy

G. Unusual or Deviant Behavior by Child

(46) 1. ☐ No
2. ☐ Yes If Yes, Describe:

June 26, 1973

SUMMARY OF TEACHER'S BEHAVIOR AND SUMMARY OF CHILD'S BEHAVIOR
(12 to 36 month observations)

MANUALS

General Introduction and Procedure

On the same day in which CORE data and checklists of teacher-child interaction are collected, the observer also summarizes the teacher's behavior and the child's behavior. The teacher and the child are rated according to behavior observed and impressions received during the course of the entire day. These ratings are made at the end of the day the observer spends in the child's setting- center, family day care home, or home. They are made when the child is 12, 18, 27 or 36 months old.

The rating scales are based upon selected child and teacher behaviors. In most instances, each scale consists of five points. The manuals define the extreme points (1 and 5) and the midpoint (3). Behavior which does not clearly match one of these definitions is to be rated at an intermediary point (2 or 4).

In some instances, the scales are bi-modal (See scales F-I, Summary of Teacher's Behavior). These scales also have five points, but the optimum point is the mid-point (0) and the extremes are +2 and -2. Again, the manuals define the extremes and the mid-point although the observer is free, depending upon her impressions to rate at any point along the scale.

October 17, 1973

SUMMARY OF TEACHER'S BEHAVIOR

MANUAL

General Procedure

At the end of the day, rate the teacher's caretaking behavior. In day care centers where there may be more than one teacher, the observer should make separate ratings for each teacher who spends a significant amount of time interacting with or caring for the sample child.

Rate the teacher who feeds the child or interacts with the child during the main meal.

Rate the teacher who appears in at least two CORES.

Rate the teacher who appears in two Checklists of Teacher-Child Interactions (Learning or Control).

Rate the teacher who appears in one CORE and one Checklist or Teacher-Child Interaction.

In order for a teacher to be rated, she has to meet one of the above criteria.

There is provision on the form for rating three teacher's on scales A-F. Use the first column for rating the teacher who spends the most amount of time with the child. Use the second column to rate the teacher who interacts with the child, but to a lesser extent than the other teacher, etc. If two or more teacher's spend about the same amount of time with the child and have about equally intense relationships with him, rate the teacher who appears in the first CORE in column one.

A. Teacher enjoyment of child

1. Enjoys - The teacher injoys, likes, appreciates, takes pleasure in the sample child. She is friendly and warm. She clearly communicates - verbally or non-verbally - her liking for the child.

   She doesn't have to be effusive or physically demonstrative, but she should show signs of pleasure: smiling, warm tone of voice, watching him with interest.

   This doesn't mean that she is always cheerful and loving. It is expected that young children are sometimes provocative, unreasonable, etc., and that any adult will occasionally be irritated, annoyed, angry.

   Note: The observer should be careful not to confuse enjoyment of the child with responsiveness to the child's cues.

2.

3. Neutral - She is matter-of-fact, business like in her dealings with him. She is not unpleasant but she doesn't exhibit any signs

General Procedure

If there are more than three teachers interacting with the child during the course of the day, the observer may need finer criteria than those used above to determine which teachers are to be rated. If the above criteria are not adequate, use the following system:

- List the names of the teachers
- Give a score of 2 to the teacher for each time she appeared on a Checklist (Learning or Control).
- Give a score of 1 to the teacher for each time she appeared on a line of CORE.
- Total the scores for each teacher and rate the three teachers with the highest score.
- Use the first column of the rating sheet for the teacher among the three with the highest score.

of taking pleasure in him or only occasionally exhibits such signs.

4.

5. Doesn't enjoy - The teacher is unfriendly, cold or sharp to the sample child. She doesn't show any signs of liking the child, in fact, she seems to dislike the child.

For example, she is aloof. She tends to interact with him only when necessary, (to provide basic care, intervene in danger situations, or control issues). There's litle warmth or affection in her tone of voice, little or no demonstration of physical affection.

Or, she may be irritable, annoyed with him and his behavior. May be physically punitive, verbally abusive, or shame and humiliate him.

B. Teacher's responsiveness to child's cues

This dimension is a broader version of similar ratings made on the Supplement to Food Record (see pps. 11-12) in that manual, and on the Teacher'Child Interaction: Learning (see pps. 28-30) in that manual.

In making the rating here, the entire range of teacher-child behavior should be considered. For example, also include the way the teacher notices and responds to the child's tiredness, whether he is soiled, needs to be reminded to go to the bathroom; his interest or boredom; his moods.

If there are other children present, consider also how she facilitates his desires for social interaction and also his need to be by himself. Does she push him to interact with other children when he doesn't want to? Or, does she help him to join another child, or children, when he wants to and doesn't know how? Does she insist that he share when the child is clearly not ready to share? Does she seem flexible about making arrangements and suggesting alternatives to take into account the child's feelings and needs? For example, she may suggest "taking turns", may offer a substitute which is equally attractive, she might suggest an activity in which several children could comfortably engage.

When she disciplines the child, does she make a noticeable effort to be fair? When she is angry, does she have enough control of her own emotion so that she doesn't overwhelm the child? Is she aware of the child's feelings? For example, she may comment to the observer that he is especially happy or irritable due to some special circumstance or she may "name" his feelings for him

C. Teacher responsiveness to child initiated social interactions

This pertains to whether or not the teacher responds when the child approaches her and wants to engage in a social interaction.

B. Teacher's responsiveness to child's cues

If a child gives few cues, do not rate the teacher as responsive if she merely responds to these cues and does nothing else with him. The teacher would not be considered responsive unless she made herself available to the child, attended to him, consistently checked on him, periodically involved herself in his activity and in general helped him move along to a slightly different point in his development.

1. Usually responsive

When the child comes to her or asks her for something, she usually responds verbally or non-verbally. For example, the child comes to the teacher and hugs her; the teacher hugs him back. The child asks the teacher to play a particular activity; the teacher says, "Sure" and plays, or the teacher says, "Let's play-----(something else)" or, the teacher says, "No, I can't now because I'm going to make lunch. But we can do it later."

3. Sometimes responsive

The teacher sometimes responds when the child approaches her. In the balance, she responds about as often as she does not respond. The other times the child approaches her she either does not respond or responds in a perfunctory or putting off way.

5. Usually unresponsive

The teacher usually does not respond when the child approaches her, or her responses are mainly perfunctory or putting off. For example, the child reaches up to hug her; she may prevent him, or may allow him but not reciprocate. The child may ask her to play with him; she says, "No, I'm busy", or "No, not now", "No, I can't", but with no explanation or offer to join him later. The child shows the teacher something he has made; she nods, or she says "Mnm" or, she says, "Don't bother me now."

9. Not applicable: child rarely initiates

The child rarely approaches the teacher for social interaction. This doesn't mean that the child may not ask the teacher a question, ask for permission, for a toy, etc. Also note that if there is more than one teacher, the child may approach one of the teachers, and not the other(s).

D. Teacher encouragement/responsiveness to child's exploration

This pertains to the teacher's encouragement of and her responsiveness to the child's exploration of and curiosity about the world -- objects, people, processes.

1. Encouraging/responsive

The teacher gives the child access to a broad range of activities and materials - within reasonable limits. Note: reasonable limits means that the child is not endangering himself or another, or engaged in destructive activity. She encourages and allows the child to make choices. She responds to his questions, his discoveries.

She doesn't have set notions about exactly how materials should be used, but allows the child to respond to materials in his own way.

If something interests him as they are engaged in an activity, she allows him to pursue his interest.

For example, she allows the child to touch her, to investigate her; she allows the child to try out different motor activities, (climbing, crawling under a chair, or chair jumping.) She may introduce different kinds of materials for the child to play with (objects that have different sensory qualities; play dough, water, soapsuds). She encourages or accepts the child's knocking down the tower after he has built it; rolling the pegs across the table instead of putting them in the pegboard.

When he asks a question, she answers him with some elaboration; when he makes a discovery (if he pushes the can, it rolls) she shares his pleasure. With older children she encourages dramatic play by making suggestions or by participating in it. She extends his horizons by showing him alternate ways of using material. She helps him organize information about the world; she relates other pertinent facts to what he is learning; she provides a context for what he is doing.

3. Neutral/mixed

The teacher may be passive with respect to the child's exploration, and, while not actively encouraging him, may not interfere. She may make minimal responses to his questions, discoveries. OR, she may be encouraging, facilitating in some respects, and discouraging in others. For example, she may encourage the child to investigate objects, but discourage him from investigating her. She restricts his range of exploration.

5. Restrictive/controlling

The teacher restricts the child's activity and range of experience. She may limit him physically - by keeping him in a playpen or circumscribed space for long periods - or by verbal prohibitions. She has a lot of rules about when, where and how things should be done. She is not flexible.

She makes minimal response to his questions, his discoveries. She bombards him with "No's", and warning looks.

For example, she provides the child with very few objects and tries to restrict his exploration to only these objects. She insists that he play with a toy in a designated way. She discourages fantasy. She doesn't participate, may tell the child he is silly.

E. Teacher encouragement/responsiveness to child's verbalization

This refers to how much the teacher encourages the child to verbalize and how much she responds to him when he does. By verbalization, we mean that the child is encouraged to vocalize; these vocalizations may or may not be words, depending upon the child's age and ability.

1. Encouraging/responsive

The teacher is encouraging/responsive in a variety of contexts. Depending upon the developmental level of the child she may do all or some of the following: she exposes the child to a variety of sounds and enjoys them with him; when the child makes sounds, she responds to them by imitating them, expanding them, e.g., baby says, "be", teacher says, "beba"; she helps the child associate sounds with meaning by naming objects that he sees; she talks to the child in a conversational way and what she says often relates to what she/he are doing; she introduces the child to books and shows him how sounds can be used to point out pictures; she acquaints him with some other ways language can be used (playfully, in song, etc.); once the child is saying words, she helps him increase his vocabulary by making sentences with his words, e.g., Child says, "Out", pointing to the door and teacher says, "Do you want to go out?"; in a more didactic mode, she may correct faulty grammar or pronunciation; she asks the child questions; she listens patiently when he tries to communicate with her; she responds in kind when he uses language playfully. The communication that occurs is often conversational and open-ended.

3. Neutral/Mixed

This teacher is similar to the teacher described above, but she misses opportunities to encourage/respond to the child's verbalization. OR, she encourages/responds to him in some contexts and discourages him in others. For example, she may talk to him, but never question him; she may discourage playful use of language, but encourage his naming objects; she may talk to him at a level far above him, but listen patiently when he talks to her.

5. Unencouraging/unresponsive

The teacher hardly ever converses with the child. What she says to him is mainly in the didactic mode, that is, she corrects or instructs. When child says something, the teacher often does not respond or gives a minimum response.

F. Authority Role

+2. Authoritarian

Overcontrolling, dictatorial. Allows little leeway for child to choose, decide for himself even when choice is possible.

Depending upon the child, she may get into a lot of confrontation, battle of wills in which she may or may not succeed in her efforts to control. Tends to use coercive, physical shaming techniques when she controls.

She may be quite arbitrary, unreasonable in her limits, demands. Sets many limits.

+1.

0. Democratic

Sets some limits and clearly conveys them to child. But allows, encourages choices within these limits.

Uses multiple non-authoritarian ways to prevent frequent content of wills, e.g., diversion, suggestion, ignoring, offering alternatives. Doesn't make a federal case out of everything.

Treats child as a human being with feelings and rights.

-1.

-2. Permissive/Laissez-faire

Sets few limits. Child does what he wants or she gives in to what he wants. She may be indifferent to him or overwhelmed by her life situation so there is relatively little interaction; or she may interact frequently with him but subordinate herself or react to him as a peer. Doesn't step in to redirect, divert, etc. when children squabble, endanger themselves or others. Absence of foresight; allows things to go too far.

Note: If her consistent pattern is to crack down after she has allowed things to go too far, code +2. If this is a fluctuating pattern, code +1.

If she is authoritarian in some situations and laissez-faire in others, determine the role she most frequently plays and record +1 or -1 accordingly.

G. Organization of routines

Routines are events that happen every day: Eating, resting, cleaning/toileting, dressing, and going outdoors. The rating is based upon how the teacher(s) carry out these five routines. This is a bi-modal scale.

+2. Overorganized/rigid

The teacher places great importance on following a schedule, no matter what. Routines are inflexibly administered. The child's individual needs are not considered. For example, if the child is sleepy at 10:00 A.M., he isn't allowed to sleep, because nap time is scheduled for 2:00 P.M. If there is more than one child in the setting, everyone has to do the same thing, at the same time. There is over-preparation for routines. Rate the teacher +2, if she is overorganized in carrying out at least two of the five routines.

0. Organized/flexible

Routines do occur, but they are flexibly administered. The child's individual needs are considered. For example, if the child is not hungry at 11:30 A.M., the teacher is prepared to wait awhile before feeding him.

There are smooth transitions into routines. The child is neither delayed or rushed. For example, when they are going outside she doesn't throw on his coat and hustle him out the door. The teacher usually will inform the child some minutes prior to a routine that the routine is soon to begin. This warning enables the child to not only anticipate the routine but to disengage himself from an ongoing activity.

Furthermore, if there is more than one child in the setting, everyone doesn't have to do the same thing at the same time or in a fixed sequence.

-2. Disorganized

The teacher has no discernible schedule or a disorganized schedule. Routines occur in a haphazard manner, if at all, and seem unrelated to the child's needs. In some instances, when one occurs it may seem to the observer that the teacher just happened to think of it. In other words, she has no plan. Rate the teacher -2, if she is disorganized in carrying out at least two of the five routines.

I. Level of stimulation

Level of stimulation refers to the amount and variety of stimulation provided by the teacher(s) as it relates to the sample child. It does not refer to the level of stimulation the child provides for himself.

The teacher can provide stimulation by interacting with the child, setting up activities for the child(ren), presenting materials, etc. She can also regulate the amount and variety of stimulation by maintaining some control over externals within the environment, e.g., noise level, as well as other children. In evaluating the level of stimulation the observer is to focus on the sample child and his reactions to what she provides.

Note: This is a bi-modal scale.

+2. Overstimulating

The teacher may interact with the sample child to the point where he is over-excited. She may offer too much at one time, or allow too much to occur at one time, and the child may become overwhelmed.

If other children are present, she may not redirect them when they become wild or disruptive. She may allow chaos/confusion which the sample child finds distressing (withdraws, looks frightened).

0. Stimulating

There is a balance of teacher initiated, directed activities, provision of materials, ideas, etc., and letting the child carry out his own activities, projects. There are times when she plays with the child, times when she encourages peer interaction and times when the child is on his own. The kind of stimulation she provides is varied and maintains the child's interest. The child is generally busy, engaged, not lethargic, or over-excited.

-2. Unstimulating

The teacher(s) does not do anything special with the child. What the child gets from the situation, he must make for himself (mostly a child-created experience). He may not make his own experience, so he appears lethargic, or wanders randomly from thing to thing. The teacher may permit or restrict him, but she doesn't provide much; she may make an occasional suggestion, but she doesn't elaborate on it. When there are few materials available, she may not take advantage of possibilities for stimulation which exist without materials, e.g., letting him watch her or help her fix lunch. If there are many materials, she may dole them out, one at a time, and at a point when the child has already become bored with the material he has.

J. Unusual conditions

Among the unusual conditions the observer should record are the following: An emergency in the house or center which has disrupted the day, e.g., fire, neighbor evicted; some upsetting circumstances in the teacher's life which prevents her from functioning in her usual way, e.g., a death in her family; the teacher is in physical pain, e.g., a toothache, migraine headache.

K. Unusual Behavior by Teacher

Unusual or peculiar behavior by the teacher would include the following: The teacher seems excessively withdrawn; the teacher seems excessively tired or drowsy; the teacher's speech is confused and difficult to understand; the teacher more than occasionally slaps the child; the teacher exhibits rage when she is angry; the teacher is excessively verbally abusive; the teacher purposely frightens the child and does so in a sinister way. Also, if the observer feels uneasy about leaving the child(ren) she should record this.

November 15, 1973

SUMMARY OF CHILD BEHAVIOR MANUAL

A. Social Responsiveness to Teacher(s)

I. Frequency of Interaction

1. High - Child spends a great deal of time interacting with at least one familiar adult. She/he makes numerous social overtures to initiate contact and many attempts to prolong social interactions.

2.

3. Moderate - Social contact with familiar adults is limited. Child approaches caregivers sporadically and does not make active effort to withdraw from interaction or to prolong such interaction.

4.

5. Low - Child avoids or withdraws from interaction with any caregiver.

II. Quality of Interaction

1. Positive - Social interactions with at least one caregiver, to the extent that they occur, are characterized by positive emotional tone. There is a definite feeling of pleasure and enjoyment in social contact, whether or not child makes active attempt to initiate or prolong such contact.

2.

3. Mixed - Social contacts are not characteristically positive or negative. At times they are positive, at times they are negative or at times they reflect a mixture of the two.

4.

5. Negative - Child obviously does not receive enjoyment from social contact with any caregiver. Such contact, whether frequent or infrequent are characterized by negative emotional tone, and by conflict.

6. Neutral - Social interactions are characteristically neutral in emotional tone. There is no definite feeling of pleasure or displeasure in social contacts.

B. Social Responsiveness to Peers

I. Frequency of Interaction

1. High - Child spends a great deal of his/her time in the company of at least one other child. Makes numerous attempts to interact with peer(s) and actively attempts to prolong social contact. Play is primarily interactive.

2.

3. Moderate - Social contact with any peer is limited. Child approaches other children only sporadically and does not make active effort to withdraw from interaction or to prolong social relationships. Play is predominantly parallel, with relatively little direct interaction. That is, child plays near other children, but not with them.

4.

5. Low - Child actively withdraws from interaction with all peers. Does not approach others and, if approached, either ignores other child or actively attempts to cut short social interaction. Play is primarily solitary, away from other children.

9. Not applicable - No peers in environment

II. Quality of interaction

1. Positive - Social interactions with at least one peer, to the extent that they occur, are characterized by positive emotional tone. There is a definite feeling of pleasure and enjoyment in social contact, whether or not child makes active attempts to initiate or prolong such contact.

2.

3. Mixed - Social contacts are not characteristically positive or negative, but reflect a mixture of the two or at times are positive or at times are negative.

4.

5. Negative - Child obviously does not receive enjoyment from social contact with any peer. Such contact, whether frequent or infrequent are characterized by negative emotional tone, directly by conflict.

6. Neutral - Social interactions are characteristically neutral in tone. The child usually exhibits no signs of pleasure or displeasure during social contacts.

9. Not applicable - No peers in environment

C. Curiosity - exploration

1. High - Child very interested and curious about object world. Actively explores and manipulates a variety of objects in a variety of ways, exploring their possibilities and combining them in numerous schema. Approaches objects without encouragement by caregiver. To extent of verbal ability, child may also talk about characteristics of objects and ask questions about their properties. Exploration may be visual, manipulatory, or auditory.

2.

3. Moderate - Child shows some interest in objects, although such interest is not intense. May explore and manipulate objects but not to full extent of possibilities. May sometimes comment on properties of objects or ask an occasional question about them. Frequently does not approach objects unless encouraged by adult.

4.

5. Low - Very little interest or curiosity in object world. Ignores unless adult makes great effort to get child interested and then loses interest after very short period.

D. Task Orientation

1. High - High degree of goal-directed activity. Persists for long time on tasks, even when difficult or when environment is distracting. High frustration tolerance and low distractibility. Completes tasks that can be completed.

2.

3. Moderate - Works at task for short time, but gives up in the face of difficulty, or if other interesting activity is presented. Does not allow self to get too frustrated. Somewhat distractible.

4.

5. Low - Shows very little persistence. Cannot stay with task for more than a few moments. Easily frustrated or distracted. Flits from one activity to another. Cannot get really involved in anything.

E. Self-reliance

1. High - Extremely independent child, concerned with doing things for and by him/herself. Aware of capabilities and attempts to utilize them in situations in which he may or may not succeed. Turns to adult for help only rarely, and then in situation in which he obviously cannot succeed. Usually turns down help when offered and insists upon "doing for him/her self."

2.

3. Moderate - Child vacillates between dependence and independence. At times may try to do things for him/her self, but at other times may approach adult for help or accept help when offered on tasks which are obviously within his/her ability range. May need some encouragement before trying to do things alone.

4.

5. Low - Child very low on self-reliance. Rarely attempts to so things for self when opportunity exists for adult's assistance. Frequently seeks out adult for assistance or passively waits for adult to offer help.

F. Emotional Tone

1. Positive/happy-Dominant pattern is positive. Radiates happiness. Very little upsets him/her.

2. Content - Dominant pattern is one of relaxation and contentment Child smiles and laughs, but less frequently and intensely than child rated as F. May become upset but recovers fairly easily.

3. Bland - Child does not seem characteristically happy or unhappy. Relative absence of either negative or positive affect. Rarely smiles or cries.

4. Moderately Unhappy - Child seems somewhat unhappy. Vacillates between unhappiness and happiness, but she is more often unhappy than hap

5. Unhappy - Child seems unhappy most of the time. Rarely smiles. Cries and fusses a good deal of the time. Difficult to comfort.

G. Unusual or Deviant Behavior

Use this section to comment on anything about the child which strikes you as unusually worrisome and is not covered sufficiently in the ratings. This item will not be rated, but will be useful in either corroborating impressions from other tools or in cluing us into the fact that this child should be evaluated further.

Examples: very hyperactive; seems poorly coordinated - cannot use body well; great difficulty in separating from mother; does not get absorbed in any activity - just sits with bland expression; extremely aggressive; head-banging; rocking; excessive sucking, biting or mouthing objects.

NEW YORK CITY INFANT DAY CARE STUDY

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CHILD'S NAME	CHILD'S I.D.NO. (1-6)	DATE OF OBSERVATION (7-12)	OBSERVATION CYCLE (13)	OBSERVER'S INITIALS

SUMMARY OF TEACHER'S BEHAVIOR

	TEACHER 1	TEACHER 2	TEACHER 3
A. Enjoyment of Child			
1. Enjoys			
2.			
3. Neutral			
4.			
5. Doesn't enjoy			
	(15)	(21)	(27)
B. Responsiveness to Child's Cues			
1. Responsive			
2.			
3. Mixed			
4.			
5. Unresponsive			
	(16)	(22)	(28)
C. Responsiveness to Child's Social Overtures			
1. Usually responsive			
2.			
3. Sometimes responsive			
4.			
5. Usually unresponsive			
9. Not applicable			
	(17)	(23)	(29)
D. Encouragement of Child's Explorations			
1. Encouraging			
2.			
3. Neutral/Mixed			
4.			
5. Restrictive/Controlling			
	(18)	(24)	(30)
E. Encouragement of Child's Verbalizations			
1. Encouraging			
2.			
3. Neutral/Mixed			
4.			
5. Discouraging			
	(19)	(25)	(31)
F. Authority Role			
+2 ☐ 1 Authoritarian			
+1 ☐ 2			
0 ☐ 3 Democratic			
−1 ☐ 4			
−2 ☐ 5 Permissive/Laissez-faire			
	(20)	(26)	(32)

G. Organization of Routines
(34) +2. ☐ 1 Overorganized/Rigid
+1. ☐ 2
0. ☐ 3 Organized/Flexible
−1. ☐ 4
−2. ☐ 5 Disorganized

H. Level of Stimulation
(35) +2. ☐ 1 Overstimulating
0. ☐ 3 Stimulating
−1. ☐ 4
−2. ☐ 5 Unstimulating

I. Unusual Conditions
(36) 1. ☐ No
2. ☐ Yes If Yes, Describe:

L. Unusual Behavior by Teacher
(37) 1. ☐ No
2. ☐ Yes If Yes, Describe:

SUMMARY OF CHILD'S BEHAVIOR

A. Social Responsiveness to Teacher

(38) Frequency	(39) Quality
1. ☐ High	1. ☐ Positive
2. ☐	2. ☐
3. ☐ Moderate	3. ☐ Mixed
4. ☐	4. ☐
5. ☐ Low	5. ☐ Negative
	6. ☐ Neutral

B. Social Responsiveness to Peers

(40) Frequency	(41) Quality
1. ☐ High	1. ☐ Positive
2. ☐	2. ☐
3. ☐ Moderate	3. ☐ Mixed
4. ☐	4. ☐
5. ☐ Low	5. ☐ Negative
9. ☐ Not Applicable	6. ☐ Neutral
	9. ☐ Not Applicable

C. Curiosity	D. Task Orientation
(42) 1. ☐ High	(43) 1. ☐ High
2. ☐	2. ☐
3. ☐ Moderate	3. ☐ Moderate
4. ☐	4. ☐
5. ☐ Low	5. ☐ Low

E. Independence	F. Emotional Tone
(44) 1. ☐ High	(45) 1. ☐ Happy
2. ☐	2. ☐ Content
3. ☐ Moderate	3. ☐ Bland
4. ☐	4. ☐ Mod. Unhappy
5. ☐ Low	5. ☐ Unhappy

G. Unusual or Deviant Behavior by Child
(46) 1. ☐ No
2. ☐ Yes If Yes, Describe:

____ (75) 8 (80)

INITIAL FAMILY DAY CARE CAREGIVER'S INTERVIEW - 6 MONTHS

Agency________________________________ Caregiver's Name________________________________

Date of Interview______________ Interviewer's Initials________ Child's Name______________ Child's I.D.#____________

Part One

I. 1. Sex M____ F____ 2. Ethnicity____________ 3. Previous jobs with children Yes___ No___ If yes, complete 4,5,6

4. Describe

4. Describe	5. Length of time	6. Age(s) of children
a.______________________________	a.__________	a.__________
b.______________________________	b.__________	b.__________
c.______________________________	c.__________	c.__________

7. Own children Yes___ No___ 8. Number M____ F____ 9. Age range now__________ 10. Child care arrangements______________________________

11. Unpaid experience with children Yes___ No___ 12. Describe______________________________

13. Length of time__________ 14. Age(s) of children______________________________

15. Years in N.Y.C.________ 16. Birthplace______________________________

17. Age______ 18. Where went to school______________________________

19. Highest grade completed________________________

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20. Previous child care training Yes___ No___ 21. Describe______________________________

22. Where______________________________ 23. Length of time______________________________

24. Initial training at Agency Yes___ No___ 25. How often______________ 26. Over what period of time________

27. Describe______________________________

28. Length of time employed as a provider-mother____________ 29. What made her/him decide to take this position________

art Two

I.

A. 1(a) People have different ideas about how old a child should be before he or she is separated from his mother and cared for by someone else. If a mother has a choice, what age do you think it is best to separate a child from his mother?____________

(b) Why? (Probe: What effect do you think it has on a child and mother to be separated before this age?)

____

____

____

____

2(a) Is there any age child you prefer working with? Yes____ No____ If yes,

(b) What age?____________

(c) Why?______________________________

____

____

Caregiver's Name____________________ Date of Interview________ Interviewer's Initials________

B. 1. Have you received any help in planning what to feed the baby/babies from your program? Yes____ No____

If yes, who gave the information?____________________

Was it helpful? Very helpful____ Somewhat helpful____ Not very helpful____

Have you been able to use the ideas? Yes____ No____

2. Do you feel that the amount of money you receive to buy food for the baby/babies is adequate to feed the baby/babies?

Yes____ No____

Comments:____________________

3. Suppose you have a concern about a child's behavior (he isn't acting right, he's hard to control, he seems upset a lot) is there anyone on the agency staff beside another provider-mother who you talk to about it?

Yes____ No____ No questions____ If yes, Who do you talk to? If no questions, Who might you talk to?________

Can you give me an example of a concern that came up?____________________

What happened?____________________

Caregiver's Name____________________ Date of Interview__________ Interviewer's Initials________

4. Does any Agency staff member come to your home on a regular basis to observe and/or work with the children?

Yes____ No____ If yes, Who____________________

How often?____________________ How long does she usually stay?____________________

What does she usually do when she is there?____________________

When she is there, what do you usually do?____________________

Does she usually talk to you about what happened afterwards? Usually____ Sometimes____ Rarely____

If yes, give examples____________________

5. Do you have regular meetings with other teacher-mothers at the Agency? Yes____ No____ If yes, How often?__________

During these meetings so you discuss individual children and/or ways to care for children?

Usually______ Occasionally______ Rarely or never______

If usually or occasionally, Have these group meetings given you some new or different ideas about children?

Yes____ No____ Not sure____ If yes, give examples____________________

Caregiver's Name____________________ Date of Interview______ Interviewer's Initials______

6. Did you attend any special (training) meetings at the Agency or arranged by the Agency to discuss or learn more about child care and things to do with children after your initial training? Yes_____ No_____

If yes, who ran them?____________________

What kinds of topics did you discuss?____________________

How often did you attend them__________ Over what period of time?__________

When did they take place? This year_____ Two years ago_____ Three or more years ago_____

Did they give you some new or different ideas about children? Yes_____ No_____ Not sure_____

If yes, give examples____________________

7. Would you like to have any other kind of training or information about child care besides what you have already received? Yes_____ No_____ Not sure_____

If yes, what kind?____________________

C. 1. What kinds of things do you like about this job?____________________

2. What kinds of things don't you like about this job?________

3. What kinds of things would you like to change about the job?________

D. First Year Questions: 6 month olds (stress that CG. should answer in terms of 6 month old children)

1. What do you think are the most important things that babies about 6 months of age need from you?________

2. What kinds of foods do you think 6 month old children should have?________

3. Do you add foods to the baby's milk? Yes____No____ How often in a day?________

4. Are you dissatisfied with any of the (sample) baby's weight? Yes____No____ If yes, Who? Why?

Sample Baby's Name	Reasons

1/8/74

Caregiver's Name ______________________ Date of Interview ________ Interviewer's Initials ________

5. What do you do if a 6 month old baby doesn't want to eat? (Get an example) ________________

6. How do you feel about 6 month old babies sucking on things, such as the pacifier, thumb, and toys?

Why do you feel as you do?

	Acc.	Mix	Rej.	Reasons
Pacifier				
Thumb				
Toys				

7. How much nap time do you think babies of this age need? ________________

8. If a 6 month old baby doesn't want to take a nap, what do you do? (Get an example ________________

Caregiver's Name ____________________ Date of Interview ________ Interviewer's Initials ________

9. People have different opinions about what to do when a baby cries. Some people think you should usually pick the baby up. Some people think you spoil a baby when you pick him up. How do you feel about it? What do you usually do? ____________________

10. What do you do if a child around this age gets upset when his mother leaves? ____________________

11. What do you do if a child around this age gets upset when you leave him for a short time, e.g., go into the next room?

12. If you were going to choose toys for 6 month olds, what kinds of toys would you pick? Why? ____________________

aregiver's Name________________ Date of Interview________ Interviewer's Initials________

3. Do you think 6-month olds are learning anything? Yes______ No______ Not sure______ If yes, ask 14, 15, 16.

4. What do you think 6-month old babies are learning?________________

5. What kinds of things do you do to help him learn?________________

6. Do you get any help from the Agency in planning ways to help him learn? Yes______ No______

If yes, who helps you?________________ What do they do?________________

omments on interview:

DATA SHEET ON INDIVIDUAL SAMPLE CHILD AND FAMILY

Caregiver's Name________________ Date of Interview________ Interviewer's Initials________

Child's Name________________ Child's I.D. Number________________

E. 1. Do you tell X's (Child's name) mother about things X does in your home? Yes_____ No_____ If yes, How often?________

________________ Most usual means of communications. In person_______ Telephone_______

2. Does X's mother tell you about things X does in his/her home? Yes_____ No_____ If yes, How often?________

3. Do you ever give her suggestions about what to do with X when she/he is home? Yes_____ No_____ If yes. About what?

(Get examples)________________

____

____

4. Does she ever give you suggestions about what to do with X in your home? Yes_____ No_____ If yes, About what?

(Get examples)________________

____

5. Have you ever asked her about how she handles X's routines at home; for example, how much nap time she gives him, when she feeds him, etc.? Yes_____ No_____ If yes, Have you tried to handle X's routines in a similar way in your home? Yes_____ No_____ If no, Why not?________________

____

6. Do you think you and X's mother have similar ideas about raising X? Yes_____ No_____ Mixed_____ Not sure_____

In what ways, if any are your ideas different?________________

____

How have you worked out these differences?________________

____

____

Caregiver's Name________________ Date of Interview__________ Interviewer's Initials__________

7. Is there anything in your relationship with X's mother that you would like to see changed? Yes_____ No_____

If yes, What?________________

8. Have you recently started X on any new food(s) Yes_____ No_____

8a. If yes, who decided to start him/her on the food?________________ Did you and X's mother discuss how the baby reacted to the food? Yes_____ No_____

8b. If no, do you plan to start him on a new food soon? Have you and the mother discussed it? Yes_____ No_____

9. Are there any food(s) X is not supposed to eat? Yes____ No____ If yes, which food(s)________________

Why can't the baby eat the food(s)?________________

Who decided this?________________

10. Has X ever had a problem that you were concerned about? Yes_____ No_____

If yes, what was the problem?________________

What did you do? (Probe, if necessary, for whether she discussed/resolved problem with mother and representative of agency)________________

How did it finally work out?________________

November 30, 1973

INTERVIEW FOR CAREGIVERS

MANUAL

Introduction

The interviews for caregivers are designed to obtain information about caregivers in both family day care homes and group centers. More specifically, in them, we are inquiring about the caregiver's background (education, work experience, etc.), her relationships with the agency and parents, her job satisfaction, her training and her ideas about child rearing.

In family day care, caregivers of 6 month old sample children are initially interviewed when the children are around 6 months of age, while caregivers of 12 month or 18 month old sample children are initially interviewed when the children are around 18 months of age. In group centers, caregivers are given an initial interview during the first year in which we obtain sample from the center. Follow-up interviews are scheduled on a yearly basis, thereafter. (See Chart A for the schedule of initial and follow-up interviews in both settings.)

There are a number of different forms for the interview. These forms vary according to whether it is an initial or follow-up interview, the age of the children, the position of the caregiver and the setting (family or group.) However, one basic manual has been prepared for all the forms since there is considerable overlap among them. The Manual indicates where there are differences.

CHART A

Schedule of Interviews for Caregivers

FAMILY DAY CARE	Initial			Follow-up		
Provider-mothers with	6	18	36	6	18	36
6 month sample	X				X	X
12 or 18 month sample		X				X
36 month sample			X			

GROUP DAY CARE

Group teachers are interviewed once a year. During the first year they receive an initial interview and during subsequent years the follow-up. The interview form to be used corresponds to the age of the children with whom the teacher is working.

General Procedure

1. Setting up the interview

In group centers, an appointment to interview each caregiver is set up through the director. In family day care, the interview appointment coincides with the appointment day for naturalistic observations. In other words, the interview occurs on the same day as these observations; it is conducted when the sample child is asleep.

2. Explaining the interview to the caregiver

The following points should be included in your explanation:

a. We will be interviewing approximately 400 day care workers.

b. From all these interviews we hope to obtain information which will help us develop the best kinds of day care for both children and workers.

c. In the interview we will be primarily asking about the caregivers experience in day care and her ideas about child rearing. There are no right or wrong answers. People have different opinions; we are interested in her opinion.

d. The interview is absolutely confidential. Moreover, we will not be considering individual opinions and experiences, as such, but what is generally thought or been experienced by day care workers as a group.

e. The caregiver should feel free not to answer any question she would prefer not to answer.

3. Conducting the interview

There is no exact recipe for conducting a good interview. Each interview, in some way, is unique. This means that the interviewer while remaining within the manual guidelines, must be flexible. Her personality must bend with the personality of the caregiver. She must be sensitive and alert to what the caregiver is saying, not only with her words, but with her tone of voice and gestures; the interviewer must adjust herself accordingly. In so far as possible, the interviewer should strive to make the interview experience enjoyable.

Although each interview is unique, certain situations consistently come up in interviews. These situations should be handled by the interviewers in the following ways:

a. The caregiver answers a question before you get to it

If the caregiver, while responding to one question, answers another later question, jot down her response at the bottom of the page and transfer the information when the interview is over. If she has only partially answered the later question, use any necessary probe to obtain a complete answer.

b. The caregiver gives a non-specific or incomplete answer

The interviewer must probe all non-specific or incomplete answers. If a probe is not already spelled out on the schedule, formulate the probe in a neutral manner. For example, if she tells you that she speaks to a mother sometimes, ask her if sometimes means once a month or once every two weeks or once a week or what..... In other words, give her alternatives. OR, you might ask her what she means when she says sometimes. If her answer is incomplete, ask her to talk more about it. OR, through questions try to fill in missing pieces. For example, if the caregiver tells you she would toilet train by putting the child on a potty at scheduled times, ask her if she would do or say anything before or after she put him on the pot.

c. The caregiver doesn't understand the question or has no answer to the question

This can be expressed in a variety of ways: the caregiver may look blank; she may say that she doesn't know; or she may answer the question she thought you asked.

Depending upon the situation, you might do one or more of a number of things. 1) Rephrase the question. 2) Tell her you realize she may not have thought about this particular issue before; perhaps she would like a few minutes to think about it or perhaps you and she can return to it later. 3) Accept her "I don't know" response since in some instances, it would make the caregiver too anxious if you rephrased the question or probed further.

d. The caregiver goes off on a tangent

Since the interview must be completed within a limited period of time, it is important that you keep some measure of control over it. This doesn't mean that you rush the interview, but that you return the caregiver to the question you have asked. This, of course, should be done in a pleasant way. Look for a pause in what she is saying and make some statement like "yes, that must have been interesting, difficult, etc.....but how do you..... However, if she goes off on a tangent at the beginning of the interview, give her more leeway. It may be her way of working out her nervousness.

e. The caregiver is tense

Since almost all caregivers will be nervous or tense, at least initially, this procedure should be followed in all interviews.

If you feel the caregiver is tense because she is worrying about who will see the interview, reiterate that the interview is confidential.

If she is nervous because she thinks there is a right or wrong answer, reiterate that there is no one right answer; people have different opinions, etc.

Modify the "test" atmosphere where one person questions, and the other person answers, by being responsive yourself. You might say, aside from uh-huh, such things as "I know how you feel, that must have been interesting, children can be like that, etc.". AND/OR, Sum up what she has said or refer back to something she has already said; this will also make her know that you have really been listening.

In so far as possible, be as natural and relaxed as possible. Try for a "conversation" atmosphere. The more relaxed you are, the more relaxed she will be.

f. The caregiver makes negative comments about staff or parents

Under no circumstances should you agree or disagree with her comments. Remain strictly neutral.

4. Recording the responses

Write as much as is necessary without losing the essence of what the caregiver has said. Obviously, you must listen closely so you can pick out the essentials or summarize the essentials. When the interview is over, make sure that what you have written is understandable; The writing should be clear and the content of the responses should communicate what the caregiver, has, in fact, said.

For convenience sake, certain abbreviations can be used throughout: T for caregiver, C for child, M for mother, and F for father.

Any time that you probe for an answer, indicate with a (P) that you have done so. Place the (P) before the additional response.

There is a Spanish version for each interview form. Spanish speaking caregivers are interviewed in Spanish. The interviewer can record the responses on the Spanish form in either English or Spanish. If she records in Spanish, she must translate the Spanish into English and transfer the responses onto the English form. Both forms should then be clipped together and handed in.

Part One

I. Background Information

1. Sex - Check off male or female

2. Ethnicity - Write in the ethnic background of the caregiver, on the basis of your observations: Black, Spanish speaking, White or Other.

3-6. Previous jobs with children - Only record paid work experience with children. Since it may not be clear to the caregiver that you are only referring to paid work experience, she may report unpaid work experience. Record what she says under question 16, (Unpaid experience). If you are in doubt about whether the job she describes was a paying job, probe further.

When she describes the job, write down the job title as well as some details. In many instances, a job title alone does not give a sufficient picture of what the person has done. We want to find out what she actually did, e.g., baby sitter, housekeeper, day care worker, etc.

7-10. Own children - If you are interviewing a group teacher who has children 12 years of age or under, ask her about the arrangements she has made for the care of her own children while she is at work.

11-14. Unpaid experience with children - If the caregiver has done volunteer work with children ask her for a description of what she did, how long she did it and the ages of the children she worked with. Include such things as caring for younger siblings or other relatives.

15. Years in New York City -

16. Birthplace - If the caregiver was born outside of N.Y.C., ask her for the name of the town or city, as well as the state or country in which she was born.

17. Age - If the director of the agency has given us permission to get this information from agency files, do not ask the caregiver her birthdate. Refer to chart B to determine whether this information is to be asked of the caregiver or not.

18. Where went to school - If the caregiver went to school outside of N.Y.C., probe for the name of the town or city, as well as the state or country where she was educated. In some instances the caregiver may have been educated in a number of places. Note the places and the length of time spent in each one, in terms of elementary school, high school and college. Indicate only locations where they spent the most time at each of these levels.

2. Ethnicity - Code ethnicity in the following manner:

   a) Black English speaking only. This includes caregivers of mixed Black-White parentage and those born on English-speaking Carribean islands, e.g., St. Kitts, Jamaica; it would also include Black caregivers born in a foreign non-English speaking country who do not know or use the foreign language; enter code 0.

   b) Spanish-speaking, whether born in Latin America, the Carribean, America or the Pacific; whether Black or White; and whether Spanish and English-speaking or Spanish-speaking alone; enter code 1.

   c) Other English-speaking. Include white caregivers only who do not use a foreign language with the child; enter code 2.

   d) Multi-lingual other. This includes all American or foreign-born caregivers other than those under category b, who use the second language with the child. For example, French or Patois, Hebrew or Yiddish, one of the languages of Africa, Chinese; enter Code 3.

CHART B

FAMILY DAY CARE AGENCY	INQUIRE	GROUP CENTERS	INQUIRE
Bedford Avenue	No	Friends of Crown Heights	
Cardinal McCloskey	Yes	Jamaica NAACP	Yes
C.D.I.	No - Age Yes - School	MFY	Yes
Children's Health Services	Yes	Mothers In Action	
Church on the Hill	No	Pacific Community	No
Clinton	No	Parent-Child Center	Yes
Community Life	Yes	Richmond	
East Harlem	Yes	Riverside	Yes
Hudson Guild	No	Seton	Yes
Hunt's Point	No	Tabernacle	
Jewish Child Care Assn.	Yes	United Organization of Suffolk Street	Yes
Morrisania	Yes		
New York Foundling	Yes		
Park Slope	Yes		
Talbot Perkins Children's Service	Yes		
University Settlement	Yes		
Wake-Eden			
Westchester-Tremont	Yes		
Willoughby	No		
Windham	Yes		
Youth Village	Yes		

19. Highest grade completed - Handle in the same way as question 2, that is, refer to list of agencies (Chart B) to determine whether this information is to be asked or not.

20-23. Previous child care training - If the caregiver has had formal training in child care before she was hired for her present job, ask her for a description of the training, where she received it and how long it lasted. The caregiver may have taken some courses in school or she may have been trained on a previous job. In some instances she may have gone through a work-study program at an institution such as New York Foundling. In recording a description of the training, note the topics that were covered, i.e., physical care, nutrition, etc. If it was a work-study program, note the work setting and the ages of the children with whom the caregiver worked. Do not include work experiences, alone, in this category.

24-27. Initial training at Agency - This refers to training which began immediately after the caregiver was hired for her present position, and before the caregiver started to work with the children. If the training described by the caregiver does not meet either one of these conditions, record the training under question B5 (FDC) or B3 (Gp DC) These pertain to on-going training beyond initial training. Note how often the training sessions occured, i.e., every day, 3 time a week, and over what period of time, i.e., 1 week, 1 month, etc. Describe the training: it's content and methods.

28. Length of time employed as a provider-mother/group teacher - This includes whatever time was spent in initial (orientation) training.

29. What made her/him decide to take this position - If the caregiver reports that a friend told her about the job, probe further, i.e., "Why this job, rather than another job?"

Part two

II. Present Position

A. Attitudes regarding separation/age preference

1. Separation - If the caregiver gives a general response to (1a) (what age do you think is best), such as toddler, ask her specifically what age she is referring to when she says toddler.

   Ask the more open-ended question, "Why?" (b) before you ask the probe question. If the caregiver responds to the former question, in terms of her own comfort in the situation or with minimal reference to mother or child, e.g., "He's easier for me to control," ask the probe question, indicating with (P) that the probe has been used. Record both responses.

   Note that as the interview progresses the caregiver may make additional remarks about the effects of separation upon either mother or child. For example, she might comment in passing that the child gets upset when he leaves her. Jot down these comments at the bottom of the page and transfer them when the interview is over.

2. Age preference - If the caregiver gives a general response such as young children, ask her to specify the age range.

   If she reports a preference for more than one age range, e.g., babies under 1 year and 6 and 7 years olds, record both responses.

B. Relationship between caregiver and agency

The numbering for the questions in this section follows the Family Day Care interview form. The questions are the same in this interview as the ones in the Group Center interview, except that there are two additional questions.

Note: Where the question is the same, the question number for the Group Center interview is in brackets after the question number for the Family Day Care interview.

1. Help in food planning - In some instances, the caregiver may have received information about food in a book, pamphlet, etc. Probe for written communication regarding food.

2a. Food allotment - When you ask the caregiver whether the money for food is adequate for the baby, specify the age child you are referring to. If the caregiver cares for a 6 month old sample child ask in terms of 6 month olds; if she cares for an 18 month old sample child, ask in terms of 18 month olds, etc. If the caregiver doesn't get a food allotment because the mother brings the food, check not applicable.

2b. Amount of toys and children's equipment

Equipment includes cribs, playpens, low tables, etc. Again, if the caregiver has a 6 month sample child (children) ask in terms of 6 month olds; if she has an 18 month sample child (children) ask in terms of 18 month olds. etc.

3. (1 Group Day Care) - Central personnel involvement with child rearing problems

If the caregiver had discussed a concern about a child behavior with a central staff member, after she explains what happened, you may have to probe to determine the type of back-up she received. She may have been given generalized support, i.e., no specific information, just an I-know-how-you-feel- response. She may have been given information which would increase her understanding. OR she may have been given concrete advice about how to handle the child. Also probe to determine how the situation with the child was finally resolved.

4. (2 Group Day Care) - On-going Supervision

In Family Day Care interviews, the provider mother will usually talk about the educational aide as her supervisor. However, in the moment she may not think of mentioning her. If she looks blank, suggest the educational aide.

In Group Day Care, you may have to mention specific people, i.e., the director, educational director, or you may have to say more directly that you are talking about supervision. Note that in some Centers, people who are not regular staff members may be acting in a supervisory capacity, e.g., someone from ACD who frequently visits the center. If the group teacher mentions such a person, record that as well. If the group teacher only memtions such a person, probe for someone on the regular staff.

5. (3 Group Day Care) - Staff meetings

This pertains to regular staff meetings. These staff meetings can be formal or informal, i.e., a discussion of the children every day when the children are asleep. Again, get specific responses to how often they occur. If there is more than one kind of staff meeting, e.g., meetings with the teachers from one room, as well as meetings with the whole staff, record both.

6. (4 Group Day Care) - Special training meetings

This refers to special meetings to train the day care worker in child care. They are meetings which occured after the worker had completed initial training. It does not refer to regular staff meetings, P.A.C. meetings, or initial training. (Record initial training under Part I, question 24)

If the caregiver tells you, she has not attended any such meetings, you might probe a little further, in case she has forgotten, i.e., "No one came, like a doctor or childhood specialist to talk to you?"

Get a specific response to how often she attended them. i.e., twice a week, once a month, etc. and over what period of time, i.e., a week, a month, etc.

7. (5 Group Day Care) Desire for additional training

At first the caregiver may give a general response to the question about the kind of additional training she would like, e.g., "anything about children." Write down the general response, but probe further or encourage her to talk more about it.

C. Job Satisfaction

1. Things she likes - The caregiver may tell you she likes nothing about the job because; staff relationships are very strained at the Center of Agency. Record what she says, but ask her how she would feel about the job if these other problems did not exist.

2. Things she does't like - Respond in an absolutely neutral manner to what the caregiver says. Don't agree or disagree.

3. Things she would like to see changed - The caregivers response, here, may or may not relate to her response to question 2 above. The caregiver, however, may hear it as the same ques- tion. If she looks blank or implies by what she says that this has occured, you might give her an illustration of the differences between the two. For example, she may not like certain things about the job, yet they are part of the job and can't be changed; on the other hand, she might not like other things which could be changed.

D. Ideas about child rearing issues

General Procedure

Before beginning this section, reiterate that people have different ideas about how to rear children; no one is absolutely sure about what are the best ways; we're interested in knowing how she feels about it; there is no right or wrong answer, etc.

Notice that we are using two different sets of questions to obtain information about child rearing ideas: one for caregivers of 6 month olds, and one for caregivers of 18 month olds. Some of the questions in both sets are the same, but some are different. In any case, stress to workers caring for 6 month olds that they should respond in terms of children who are about 6 months and to those caring for 18 month olds that they should respond in terms of children who are about 18 months old.

First year questions: 6 month olds

1. Important needs of babies

If the caregiver only responds with one or two things, say that yes, they are important and then ask if there is anything else. Write down a (P) before her additional response(s).

2. Kinds of food

If the caregiver seems at a loss as to what to answer say to her, "You feed the baby(ies). Which of those foods do you feel are important foods for him (them) to have?"

3. Adding foods to milk

This include semi-solids and pureed foods such as applesauce, cereal, pureed vegetables, etc.

4. Dissatisfaction with weight

This question only refers to sample babies. In group centers, you will have to name those babies to the caregiver. A list of names will be given to you prior to the interview.

If the caregiver is not dissatisfied with any of the sample babie's weights, check no. If she is dissatisfied with the weight of any one of them, write down the baby's name and the reasons for her dissatisfaction.

5. Caregiver response to child not wanting to eat

We are primarily interested, here, in what the caregiver would do if a child didn't want to eat on a given day or two, not over a prolonged period of time. However, if the caregiver responds in terms of a prolonged period of time, record this response and probe for the former.

6. Attitudes toward sucking

Get a response to how the caregiver feels about each of the things (pacifier, thumb, toy). Ask about each separately.

Check off whether she is accepting, rejecting or has mixed feelings about each and write down her reasons.

Examples (Pacifier):

Accepting - It's o'kay; it makes the child feel more secure; he'de cry more if he didn't have it.

G

Mixed - Well, if the child uses it at home, he should use it at the Center. I would take the child off it if the mother wanted.

Rejecting - If a child is well-fed and given enough love and care, he won't need it. It means they're missing something.

I don't like it (P. why?) I don't know. (P. No special reason?) No, I just don't like to see it hanging out there.

The caregiver may not always be clear as to why she feels accepting or rejecting or in a mixed way. Probe in a non-threatening manner and let the matter drop if the caregiver begins to look uncomfortable.

7. Amount of naptime

The caregiver may tell you that different babies need different amounts of naptime. Record this response but also ask her what she would consider the minimum acceptable amount. Write in a (P) before her additional answer.

8. Caregiver response to child refusing a nap

As in question 5, we are primarily interested in what the caregiver does if the baby refuses to nap on a given day rather than if the baby has an habitual sleeping problem. However, if she responds in terms of the latter, record her response and probe for the former.

9. Reaction to crying

Probe further if the caregivers response doesn't clearly indicate whether she feels one spoils a baby by picking him up, or doesn't spoil a baby or that it depends upon when one picks him up.

10. Reaction to child's upset over separation from mother

It is possible that the caregiver, especially one exposed to fewer 6 month olds (FDC), may not have had the experience. If this is the case, ask her what she might do. Indicate on the form that her response is in terms of conjecture rather than actual experience.

11. Reaction to child's upset about left alone for brief periods

As in question 10, probe for what the caregiver might do, if she has not had the experience, indicate that it is conjecture.

12. Choosing toys

For convenience sake, you can record her responses to the question of why she would choose these toys with the following categories: safe, durable, attractive, educationally valuable and easily handled by baby. Record any other response which does not fit into one of these categories.

13. Are babies learning

If the caregiver does not believe babies are learning anything or if she is unsure they are, do not ask questions 14, 15 or 16.

14. What babies are learning

If the caregiver only states a few things, probe further, i.e., "Anything else?" Indicate where you have probed.

15. Things she does to help him learn

If the caregiver seems at a loss, refer her back to the responses she made to question 13. For example, if she has mentioned crawling, you might say, "Is there anything you do which encourages him to crawl?" She may say that she simply puts him down on the floor and lets him go, which is fine, and you need probe no further about that.

16. Support from central staff planning

Probe further, if you cannot determine the nature of the help she receives. Does the person(s) giving the support entirely devise the plan or does she just make suggestions? In other words, how much input does the central staff person(s) have in planning ways to help the children learn.

Comments:

Record here, any unusual condition or any unusual behavior by the caregiver which might put into question the validity of the interview. Describe the condition or behavior in enough detail to convey to the reader what has taken place. An example of an unusual condition might be the presence of a supervisory staff person during part of the interview. An example of an unusual behavior might be a caregiver who refuses to answer more than a few questions.

Second Year questions: 18 month olds

1-6. See questions 1-6 above

7. Weaning

It isn't necessary to probe further, if the caregiver doesn't give you a specific age to start or complete weaning. The caregiver may tell you, for example, that it depends upon the child. However, probe to determine what factors she would consider before starting (completing) weaning with an individual child.

If the caregiver just says that she would take the child off the bottle gradually, ask her for more details.

8-9. See questions 7-8 above

10. Caregiver response to dependency

Do not give the probe example unless the caregiver doesn't know what you mean.

11. See question 10 above

12. Caregiver expectations in feeding

If the caregiver expects the child to feed himself entirely, probe to determine whether she expects him to feed himself all kinds of foods, e.g., soups. Conversely, if she doesn't expect him to feed himself at all, probe to determine whether this includes finger foods.

13. Toilet training

As in the question on weaning, do not probe if the caregiver does not tell you a specific age to start toilet training. However, regardless of how she responds, probe for her reasons for believing as she does.

Be sure to get a detailed report from her of how she would go about it. For example, she may tell you that she would put the child on the potty and wait until he moved his bowels. Probe to determine if she would say anything to him, what she would do or say if he did or didn't move his bowels, how long she would keep him on the potty, etc.

14. Caregiver reaction to child saying "no"

The caregiver may tell you that she reacts differently in different situations. In such a case, probe to determine the kinds of situations in which she would react differently. For example, she insists he listen to her when safety is involved.

15. Caregiver reaction to child's refusing to share

If the caregiver says she would show him how to share, probe to determine how she would go about it.

16. Caregiver reaction to child's aggression

This only refers to what the caregiver does when one child hits another child. It does not include her reaction to one child biting another child or putting another child in physical danger.

17. See question 12 above

18-20. See questions 14-16 above

Comments: See above

E. Data sheet on individual sample children and families

This series of questions will be obtaining information about the amount and type of communication between caregiver and parent, the extent to which they have similar ideas, how they work out differences, how they arrive at decisions about the child, and the extent to which they are in harmony.

In contrast to earlier questions, these refer to individual sample children and their families. In family day care, ask the caregiver about the sample child(ren) in her home. In group centers, follow a different procedure. Interview the head teacher of the room first. When you reach the section about individual children, ask the head teacher to designate the caregiver who has the most contact with each sample child's parent. The head teacher may have the most contact with a number of the sample children's parents, while another caregiver may have the most contact with other parents. Ask the head teacher about the ones with whom she has the most contact and ask the other caregiver(s) about the others. In other words, the questions about parents are asked of the caregiver who has the most contact with each sample child's family.

In some instances, these questions are asked over two or more sessions. If the caregiver must be asked about more than four sample children's families, do not ask about all of them in one session; arrange for additional sessions. As a general rule, never ask about more than four families in one session and divide the number of families equally across sessions. For example, if you are going to ask about five families, ask about two during the first session as part of the interview, and ask about the three others during the next session.

Where there is more than one sample child in family day care or more than three in group care, then additional data sheets must be added to the interview. When the interview is completed, clip the additional sheets onto the back of the interview schedule.

Instructions on questions

1. Communication from caregiver to mother

If the caregiver responds to the question, "How often"? in a non-specific way, e.g., "every now and then", probe for a more specific answer. When you probe, phrase your question in terms of alternatives, e.g., "Would you say once a month or once every two weeks or once a week or what?"

Probe for whether the caregiver communicates with the mother in person, on the telephone or in writing.

2. Communication from mother to caregiver

Get a specific answer to the question, "How often?" (See 1 above)

3. Suggestions by caregiver to mother

If the caregiver has given the mother suggestions, probe for whether the mother has followed them. Record the response.

4. Suggestions by mother to caregiver

If the mother has given the caregiver suggestions, probe for whether the caregiver has followed them. Record the response.

5. Consistency in handling routines

If the caregiver handles the child's routines in a different way than the mother, determine why she treats these routines differently. However, be sure that your tone of voice is neutral when you inquire; we would not want the caregiver to feel she was "wrong", because she behaves in a different manner.

6. Similarity of ideas

Check one of the categories (yes, no, etc.) using the following criteria: what the caregiver says in response to the question, and any other comment(s) she has made during the rest of the interview about her ideas as compared to the mother's ideas.

Check yes, if the caregiver clearly states that their ideas are similar and if there are no previous comments indicating dissimilari

Check mixed, if the caregiver perceives similarity and dissimilarity. OR, If the caregiver has responded with a yes but has made comments indicating dissimilarity.

Check not sure, if the caregiver doesn't know or is unsure about whether their ideas are similar.

If you have checked yes, no, or mixed, probe about what ways, if any, their ideas are different. Also, record here any differences the caregiver has already stated, even though she may forget to mention them again.

Do not ask about how they have worked differences out, if you have checked yes and the caregiver reports that there are no ways in which their ideas differ. In all other instances, ask about this. Notice that you may have to remind the caregiver of a difference she has previously mentioned.

7. Changes in relationship with mother

Record the caregivers response to the question, as well as any other comments she may have made about the mother and their relationship during the previous part of the interview.

8. Decision-making

In contrast to other questions, this question differs for each age sample. For the 6 month olds, it refers to new foods; for the 18 month olds, it refers to toilet training.

9. Food allergies

In group centers, ask the teacher this question after you have asked all the other questions about the sample children in her room. Ask it in a general way, i. e., "We have talked about a number of children. Are there any foods any one of them is not supposed to eat?, etc." Transfer her responses to the individual sheets.

10. Handling of problems

If the child has had a problem, probe if necessary, for whether she discussed and resolved problem with mother and/or representative of agency. In other words, we would like to determine the mother's role and the agency's role, in the situation. For example, was the mother simply informed of the problem? OR, did she take an acitve part in discussing/resolving problem? Did the caregiver encourage her to make suggestions, etc?

7. Changes in relationship with mother

If the caregiver's response to this question is minimal, inquire again about their relationship, after the interview is over, and after your papers are put away. Choose a moment when the caregiver is relaxed and phrase your question so it fits in with the occasion. Record what the caregiver says after you leave the setting.

New York City Infant Day Care Study

INITIAL FAMILY DAY CARE CAREGIVER'S INTERVIEW - 6 Months

3/5/74

Agency________ Caregiver's Name________

Date of Interview________ Interviewer's Initials_____ Child's Name________ Child's I.D.#________

Part One

I. 1. Sex M___ F___ 2. Ethnicity________ 3. Previous jobs with children Yes___ No___ If yes, complete 4,5,6

4. Describe	5. Length of time	6. Age(s) of children
a.________	a._____	a._____
b.________	b._____	b._____
c.________	c._____	c._____

7. Own children Yes___ No___ 8. Number M___ F___ 9. Age range now_____ 10. Child care arrangements________

11. Unpaid experience with children Yes___ No___ 12. Describe________

13. Length of time_____ 14. Age(s) of children________

15. Years in N.Y.C._____ 16. Birthplace________

17. Age____ 18. Where went to school________

19. Highest grade completed________

aregiver's Name__________________________________Date of Interview__________Interviewer's Initials__________

20. Previous child care training Yes____No____ 21. Describe____

____

____

22. Where__________________________________23. Length of time______________________________

24. Initial training at Agency Yes____No____ 25. How often__________________26. Over what period of time________

27. Describe____

____

28. Length of time employed as a provider-mother__________29. What made her/him decide to take this position______

____

____

aregiver's Name______________________________Date of Interview________Interviewer's Initials________

art Two

I.

A. 1(a) People have different ideas about how old a child should be before he or she is separated from his mother and cared for by someone else. If a mother has a choice, what age do you think it is best to separate a child from his mother?________________

(b) Why? (Probe: What effect do you think it has on a child and mother to be separated before this age?)

____

____

____

____

2(a) Is there any age child you prefer working with? Yes____ No____ If yes,

(b) What age?________________

(c) Why?____

____

____

1/8/74

Caregiver's Name________________________ Date of Interview________ Interviewer's Initials__________

B. 1. Have you received any help in planning what to feed the baby/babies from your program? Yes_____ No_____

If yes, who gave the information?______________________________

Was it helpful? Very helpful_____ Somewhat helpful_____ Not very helpful_____

Have you been able to use the ideas? Yes_____ No_____

2. Do you feel that the amount of money you receive to buy food for the baby/babies is adequate to feed the baby/babies?

Yes_____ No_____

Comments:______________________________

3. Suppose you have a concern about a child's behavior (he isn't acting right, he's hard to control, he seems upset a lot) is there anyone on the agency staff beside another provider-mother who you talk to about it?

Yes_____ No_____ No questions_____ If yes, Who do you talk to? If no questions, Who might you talk to?__________

Can you give me an example of a concern that came up?______________________________

What happened?______________________________

regiver's Name______________________ Date of Interview__________ Interviewer's Initials________

4. Does any Agency staff member come to your home on a regular basis to observe and/or work with the children?

Yes____ No____ If yes, Who______________________________

How often?______________________ How long does she usually stay?______________________

What does she usually do when she is there?______________________________

When she is there, what do you usually do?______________________________

Does she usually talk to you about what happened afterwards? Usually____ Sometimes____ Rarely____

If yes, give examples______________________________

5. Do you have regular meetings with other teacher-mothers at the Agency? Yes____ No____ If yes, How often?__________

During these meetings so you discuss individual children and/or ways to care for children?

Usually______ Occasionally______ Rarely or never______

If usually or occasionally, Have these group meetings given you some new or different ideas about children?

Yes____ No____ Not sure____ If yes, give examples______________________________ aregiver's Name____________________Date of Interview______Interviewer's Initials__________

6. Did you attend any special (training) meetings at the Agency or arranged by the Agency to discuss or learn more about child care and things to do with children after your initial training? Yes_____No_____

If yes, who ran them?____________________

What kinds of topics did you discuss?____________________

____

How often did you attend them__________Over what period of time?__________

When did they take place? This year_____Two years ago_____Three or more years ago_____

Did they give you some new or different ideas about children? Yes_____No_____Not sure_____

If yes, give examples____________________

____

____

7. Would you like to have any other kind of training or information about child care besides what you have already received? Yes_____No_____Not sure_____

If yes, What kind?____________________

____

C. 1. What kinds of things do you like about this job?____________________

____

____

Caregiver's Name__________ Date of Interview__________ Interviewer's Initials__________

2. What kinds of things don't you like about this job?__________

3. What kinds of things would you like to change about the job?__________

D. First Year Questions: 6 month olds (stress that CG. should answer in terms of 6 month old children)

1. What do you think are the most important things that babies about 6 months of age need from you?__________

2. What kinds of foods do you think 6 month old children should have?__________

3. Do you add foods to the baby's milk? Yes____ No____ How often in a day?__________

4. Are you dissatisfied with any of the (sample) baby's weight? Yes____ No____ If yes, Who? Why?

Sample Baby's Name	Reasons

Caregiver's Name________________ Date of Interview______ Interviewer's Initials______

5. What do you do if a 6 month old baby doesn't want to eat? (Get an example)__________

6. How do you feel about 6 month old babies sucking on things, such as the pacifier, thumb, and toys?

Why do you feel as you do?

	Acc.	Mix	Rej.	Reasons
Pacifier				
Thumb				
Toys				

7. How much nap time do you think babies of this age need?__________

8. If a 6 month old baby doesn't want to take a nap, what do you do? (Get an example__________

Caregiver's Name ____________________ Date of Interview ________ Interviewer's Initials ____________

9. People have different opinions about what to do when a baby cries. Some people think you should usually pick the baby up. Some people think you spoil a baby when you pick him up. How do you feel about it? What do you usually do? ____________________

____

____

____

10. What do you do if a child around this age gets upset when his mother leaves? ____________________

____

____

11. What do you do if a child around this age gets upset when you leave him for a short time, e.g., go into the next room?

____

____

12. If you were going to choose toys for 6 month olds, what kinds of toys would you pick? Why? ____________________

____

____

aregiver's Name__________ Date of Interview__________ Interviewer's Initials__________

3. Do you think 6-month olds are learning anything? Yes______ No______ Not sure______ If yes, ask 14, 15, 16.

4. What do you think 6-month old babies are learning?__________

5. What kinds of things do you do to help him learn?__________

6. Do you get any help from the Agency in planning ways to help him learn? Yes______ No______

If yes, who helps you?__________ What do they do?__________

omments on interview:

3/5/74

DATA SHEET ON INDIVIDUAL SAMPLE CHILD AND FAMILY

Caregiver's Name____ Date of Interview____ Interviewer's Initials____

Child's Name____ Child's I.D. Number____

E. 1. Do you tell X's (Child's name) mother about things X does in your home? Yes____ No____ If yes, How often?____

____Most usual means of communications. In person____ Telephone____

2. Does X's mother tell you about things X does in his/her home? Yes____ No____ If yes, How often?____

3. Do you ever give her suggestions about what to do with X when she/he is home? Yes____ No____ If yes. About what?

(Get examples)____

4. Does she ever give you suggestions about what to do with X in your home? Yes____ No____ If yes, About what?

(Get examples)____

5. Have you ever asked her about how she handles X's routines at home; for example, how much nap time she gives him, when she feeds him, etc.? Yes____ No____ If yes, Have you tried to handle X's routines in a similar way in your home

Yes____ No____ If no, Why not?____

6. Do you think you and X's mother have similar ideas about raising X? Yes____ No____ Mixed____ Not sure____

In what ways, if any are your ideas different?____

How have you worked out these differences?____

Caregiver's Name____________________ Date of Interview__________ Interviewer's Initials__________

7. Is there anything in your relationship with X's mother that you would like to see changed? Yes_____ No_____

If yes, What?____________________

8. Have you recently started X on any new food(s) Yes_____ No_____

8a. If yes, who decided to start him/her on the food?____________________ Did you and X's mother discuss how the baby reacted to the food? Yes_____ No_____

8b. If no, do you plan to start him on a new food soon? Have you and the mother discussed it? Yes_____ No_____

9. Are there any food(s) X is not supposed to eat? Yes_____ No_____ If yes, which food(s)____________________

Why can't the baby eat the food(s)?____________________

Who decided this?____________________

10. Has X ever had a problem that you were concerned about? Yes_____ No_____

If yes, what was the problem?____________________

What did you do? (Probe, if necessary, for whether she discussed/resolved problem with mother and representative of agency)____________________

How did it finally work out?____________________

New York City Infant Day Care Study
INITIAL FAMILY DAY CARE CAREGIVER'S INTERVIEW - 18 Months

3/5/74

Agency____________________ Caregiver's Name____________________

Date of Interview__________ Interviewer's Initials_____ Child's Name_______________ Child's I.D.#_______

Part One

I. 1. Sex M____F____ 2. Ethnicity__________ 3. Previous jobs with children Yes___No___If yes, complete 4,5,6

4. Describe	5. Length of time	6. Age(s) of children
a.____________________	a.________	a.________
b.____________________	b.________	b.________
c.____________________	c.________	c.________

7. Own children Yes___No___ 8. Number M____F____ 9. Age range now________ 10. Child care arrangements________

11. Unpaid experience with children Yes___No___ 12. Describe____________________

13. Length of time________ 14. Age(s) of children____________________

15. Years in N.Y.C.______ 16. Birthplace____________________

17. Age_____ 18. Where went to school____________________

19. Highest grade completed____________________

Caregiver's Name____________________Date of Interview__________Interviewer's Initials______

20. Previous child care training Yes___No___ 21. Describe____________________

22. Where____________________23. Length of time____________________

24. Initial training at Agency Yes___No___ 25. How often____________26. Over what period of time______

27. Describe____

28. Length of time employed as a provider-mother________29. What made her/him decide to take this position______

Caregiver's Name________________________Date of Interview__________Interviewer's Initials__________

Part Two

II.

A. 1(a) People have different ideas about how old a child should be before he or she is separated from his mother and cared for by someone else. If a mother has a choice, what age do you think it is best to separate a child from his mother?____________________

(b) Why? (Probe: What effect do you think it has on a child and mother to be separated before this age?)

2(a) Is there any age child you prefer working with? Yes____ No____ If yes,

(b) What age?____________________

(c) Why?____________________

Caregiver's Name______________________________ Date of Interview________ Interviewer's Initials__________

B. 1. Have you received any help in planning what to feed the baby/babies from your program? Yes_____ No_____

If yes, who gave the information?______________________________

Was it helpful? Very helpful_____ Somewhat helpful_____ Not very helpful_____

Have you been able to use the ideas? Yes_____ No_____

2. Do you feel that the amount of money you receive to buy food for the baby/babies is adequate to feed the baby/babies?

Yes_____ No_____

Comments:______________________________

3. Suppose you have a concern about a child's behavior (he isn't acting right, he's hard to control, he seems upset a lot) is there anyone on the agency staff beside another provider-mother who you talk to about it?

Yes_____ No_____ No questions_____ If yes, Who do you talk to? If no questions, Who might you talk to?__________

Can you give me an example of a concern that came up?______________________________

What happened?______________________________

Caregiver's Name ____________________ Date of Interview __________ Interviewer's Initials ________

4. Does any Agency staff member come to your home on a regular basis to observe and/or work with the children?

Yes____ No____ If yes, Who ______________________________

How often? ____________________ How long does she usually stay? ____________________

What does she usually do when she is there? ______________________________

When she is there, what do you usually do? ______________________________

Does she usually talk to you about what happened afterwards? Usually____ Sometimes____ Rarely____

If yes, give examples ______________________________

5. Do you have regular meetings with other teacher-mothers at the Agency? Yes____ No____ If yes, How often? ________

During these meetings so you discuss individual children and/or ways to care for children?

Usually______ Occasionally______ Rarely or never______

If usually or occasionally, Have these group meetings given you some new or different ideas about children?

Yes____ No____ Not sure____ If yes, give examples ______________________________ aregiver's Name__________________________________Date of Interview_______Interviewer's Initials____________

6. Did you attend any special (training) meetings at the Agency or arranged by the Agency to discuss or learn more about child care and things to do with children after your initial training? Yes_____No_____

If yes, who ran them?____

What kinds of topics did you discuss?____

____

How often did you attend them_____________________Over what period of time?___________________

When did they take place? This year_____Two years ago_____Three or more years ago_____

Did they give you some new or different ideas about children? Yes_____No_____Not sure_____

If yes, give examples____

____

____

7. Would you like to have any other kind of training or information about child care besides what you have already received? Yes_____No_____Not sure_____

If yes, What kind?____

____

C. 1. What kinds of things do you like about this job?____

____

____

Caregiver's Name________________________Date of Interview__________Interviewer's Initials__________

2. What kinds of things don't you like about this job?________________________

3. What kinds of things would you like to change about the job?________________________

D. First Year Questions: 6 month olds (stress that CG. should answer in terms of 6 month old children)

1. What do you think are the most important things that babies about 6 months of age need from you?________

2. What kinds of foods do you think 6 month old children should have?________________________

3. Do you add foods to the baby's milk? Yes____No_____ How often in a day?________________

4. Are you dissatisfied with any of the (sample) baby's weight? Yes____No____ If yes, Who? Why?

Sample Baby's Name	Reasons

Caregiver's Name____________________ Date of Interview________ Interviewer's Initials________

5. What do you do if a 6 month old baby doesn't want to eat? (Get an example)____________

6. How do you feel about 6 month old babies sucking on things, such as the pacifier, thumb, and toys?

Why do you feel as you do?

	Acc.	Mix	Rej.	Reasons
Pacifier				
Thumb				
Toys				

7. How much nap time do you think babies of this age need?____________

8. If a 6 month old baby doesn't want to take a nap, what do you do? (Get an example____________

Caregiver's Name____________________ Date of Interview______ Interviewer's Initials________

9. People have different opinions about what to do when a baby cries. Some people think you should usually pick the baby up. Some people think you spoil a baby when you pick him up.. How do you feel about it? What do you usually do?____________________

10. What do you do if a child around this age gets upset when his mother leaves?____________________

11. What do you do if a child around this age gets upset when you leave him for a short time, e.g., go into the next roo

12. If you were going to choose toys for 6 month olds, what kinds of toys would you pick? Why?____________________

Caregiver's Name__________________________Date of Interview__________Interviewer's Initials__________

13. Do you think 6-month olds are learning anything? Yes_____No______Not sure______If yes, ask 14, 15, 16.

14. What do you think 6-month old babies are learning?______________________________

15. What kinds of things do you do to help him learn?______________________________

16. Do you get any help from the Agency in planning ways to help him learn? Yes_____No______

If yes, who helps you?______________________________What do they do?______________

Comments on interview:

Caregiver's Name________________ Date of Interview________ Interviewer's Initials________

17. If you were going to choose toys for 18 month old children, what kinds of toys would you pick? Why?

18. What do you think 18 month old children are learning?________________

19. What kinds of things can you do to help him learn? ________________

20. Do you get any help from others at the Center in planning ways to help him learn? Yes___No___If yes, Who helps you?

________________What do they do?________________

Caregiver's Name ______________________ Date of Interview __________ Interviewer's Initials __________

Comments on interview: ______________________

3/5/74

DATA SHEET ON INDIVIDUAL SAMPLE CHILD

Caregiver's Name____________________ Date of Interview________ Interviewer's Initials________

Child's Name____________________ Child's I.D. Number____________________

E. 1. Do you tell X's (Child's name) mother about things X does at the Center? Yes_____ No_____ If yes, How often__________

____

Most usual means of communications In person_______ Telephone_______ Written_______

2. Does X's mother tell you about things X does at home? Yes_______ No_______ If yes, How often?__________

3. Do you ever give her suggestions about what to do with X at home? Yes_____ No_____ If yes, About what? (Get example

____

____

4. Does she ever give you suggestions about what to do with X in the center? Yes_____ No_____ If yes, About what?

(Get examples)____________________

____

5. Have you ever asked her about how she handles X's routines at home; for example, how much nap time she gives him, when she feeds him, etc? Yes_____ No_____ If yes, Have you tried to handle X's routines in a similar way at the Center? Yes_____ No_____ If no, Why not?____________________

____

6. Do you think you and X's mother have similar ideas about raising X? Yes_____ No_____ Mixed_____ Not sure_____

In what ways, if any are your ideas different?____________________

____

____

How have you worked out these differences?____________________

a Sheet on Individual Sample Child

Caregiver's Name______________________________Date of Interviewer_______Interviewer's Initials________

7. Is there anything in your relationship with X's mother that you would like to see changed? Yes____No____If yes, what______

8. Have you started toilet training X yet? Yes_____No______

8a. If yes, when?________________________Who decided when to start?__________________

Do you and X's mother discuss the progress X is making in this, here and at home? Yes______No______

8b. If no, when do you think he'll be ready to start?______________________________

Have you and the mother discussed it? Yes_____No______

9. Are there any food(s) X is not supposed to eat? Yes_____No_____If yes, which food(s)?________________

Why can't the baby eat the food(s)?____

Who decided this?____

10. Has X ever had a problem that you were concerned about? Yes______No______

If yes, What was the problem?____

What did you do? (Probe if necessary, for whether she discussed/resolved problem with mother and representative of Agency)

How did it finally work out?____

3/5/74

DATA SHEET ON INDIVIDUAL SAMPLE CHILD

Caregiver's Name__________ Date of Interview__________ Interviewer's Initials______
Child's Name__________ Child's I.D. Number__________

E. 1. Do you tell X's (Child's name) mother about things X does at the Center? Yes_____ No_____ If yes, How often__________

Most usual means of communications In person_______ Telephone_______ Written_______

2. Does X's mother tell you about things X does at home? Yes_______ No_______ If yes, How often?__________

3. Do you ever give her suggestions about what to do with X at home? Yes_____ No_____ If yes, About what? (Get example

4. Does she ever give you suggestions about what to do with X in the center? Yes_____ No_____ If yes, About what?

(Get examples)__________

5. Have you ever asked her about how she handles X's routines at home; for example, how much nap time she gives him, when she feeds him, etc? Yes_____ No_____ If yes, Have you tried to handle X's routines in a similar way at the Center? Yes_____ No_____ If no, Why not?__________

6. Do you think you and X's mother have similar ideas about raising X? Yes_____ No_____ Mixed_____ Not sure_____ .

In what ways, if any are your ideas different?__________

How have you worked out these differences?__________

a Sheet on Individual Sample Child

Caregiver's Name__________ Date of Interviewer_______ Interviewer's Initials_______

7. Is there anything in your relationship with X's mother that you would like to see changed? Yes___ No___ If yes, what______

8. Have you started toilet training X yet? Yes_____ No_____

8a. If yes, when?__________ Who decided when to start?__________

Do you and X's mother discuss the progress X is making in this, here and at home? Yes_____ No_____

8b. If no, when do you think he'll be ready to start?__________

Have you and the mother discussed it? Yes_____ No_____

9. Are there any food(s) X is not supposed to eat? Yes_____ No_____ If yes, which food(s)?__________

Why can't the baby eat the food(s)?__________

Who decided this?__________

10. Has X ever had a problem that you were concerned about? Yes_____ No_____

If yes, What was the problem?__________

What did you do? (Probe if necessary, for whether she discussed/resolved problem with mother and representative of Agency

How did it finally work out?__________

3/5/74

DATA SHEET ON INDIVIDUAL SAMPLE CHILD

aregiver's Name____________ Date of Interview________ Interviewer's Initials______

hild's Name____________ Child's I.D. Number____________

E. 1. Do you tell X's (Child's name) mother about things X does at the Center? Yes_____ No_____ If yes, How often__________

Most usual means of communications In person________ Telephone________ Written________

2. Does X's mother tell you about things X does at home? Yes________ No________ If yes, How often?__________

3. Do you ever give her suggestions about what to do with X at home? Yes_____ No_____ If yes, About what? (Get example

4. Does she ever give you suggestions about what to do with X in the center? Yes_____ No_____ If yes, About what?

(Get examples)__________

5. Have you ever asked her about how she handles X's routines at home; for example, how much nap time she gives him, when she feeds him, etc? Yes_____ No_____ If yes, Have you tried to handle X's routines in a similar way at the Center? Yes_____ No_____ If no, Why not?__________

6. Do you think you and X's mother have similar ideas about raising X? Yes_____ No_____ Mixed_____ Not sure_____

In what ways, if any are your ideas different?__________

How have you worked out these differences?__________

a Sheet on Individual Sample Child

Caregiver's Name______________________________Date of Interviewer_______Interviewer's Initials_______

7. Is there anything in your relationship with X's mother that you would like to see changed? Yes____No____If yes, what______

8. Have you started toilet training X yet? Yes_____No_____

8a. If yes, when?____________________Who decided when to start?____________________

Do you and X's mother discuss the progress X is making in this, here and at home? Yes_____No_____

8b. If no, when do you think he'll be ready to start?____________________

Have you and the mother discussed it? Yes_____No_____

9. Are there any food(s) X is not supposed to eat? Yes_____No_____If yes, which food(s)?____________________

Why can't the baby eat the food(s)?____________________

Who decided this?____________________

10. Has X ever had a problem that you were concerned about? Yes_____No_____

If yes, What was the problem?____________________

What did you do? (Probe if necessary, for whether she discussed/resolved problem with mother and representative of Agency)

How did it finally work out?____________________

NEW YORK CITY INFANT DAY CARE STUDY

INPUT SECTION

FINAL PROGRESS REPORT
OCD-CB-118

February 1, 1972 - October 31, 1975

APPENDIX C

DATA ANALYSIS

FRAMEWORK AND PROCEDURES

January 16, 1975

NEW YORK CITY INFANT DAY CARE STUDY

DATA ANALYTICAL FRAMEWORK

November 1974

CONTROL VARIABLES

DEMOGRAPHIC AND INITIAL CHARACTERISTICS OF CHILDREN AND FAMILIES

I. Child

- A. Sex
    - 1. Male
    - 2. Female
- B. Ethnicity

    - 1. Black English Speaking
    - 2. Spanish Speaking
    - 3. Other English Speaking
    - 4. Other Bilingual
- C. Birth History
    - 1. Normal
    - 2. Full-Term, at Risk
    - 3. Premature, No Complications
    - 4. Premature, Complications
- D. Current Health Status
    - 1. Physical Growth
        - a. Height, Weight, Head Circumference
        - b. Hematocrit
    - 2. Presence of Significant or Minor Medical Problems
    - 3. Vision
    - 4. Hearing
- E. Bayley Motor Score
- F. Bayley Mental Score
- G. Age Child Entered Infant Day Care Program

II. Family

- A. Socioeconomic Status
    - 1. Hollingshead Two-Factor Index SES Score
    - 2. Family's Total Annual Rate of Income
    - 3. Percent of Total Income from Wages
- B. Family Composition
    - 1. Family Structure
        - a. Mother and Father Living Together
        - b. Single Parent Family, Mother Living Alone
        - c. Single Parent Family, Mother Living with her Parents or Extended Family
    - 2. Mother's Age When Sample Child Was Born
    - 3. Number and Ages of Siblings
        - a. Number of Preschool Siblings
        - b. Number of School Age Siblings
- C. Total St. Paul Profile of Family Functioning Score

INFANT DAY CARE ENVIRONMENT VARIABLES

PROCESS VARIABLES

I. Child's Health, Nutrition, and Physical Development

- A. Child's Medical Care Profile
    - 1. Type(s) of Medical Care Source(s) Used
    - 2. Adequacy of Health Care
        - a. Regularity of Well-Baby Visits
        - b. Immunization Status
        - c. Presence of Undiagnosed, Untreated Medical Problems Discovered by Study Pediatric Team
        - d. Follow-up on Problems Reported by Study Medical Director
- B. Day Care Agency's Input into Child's Health
    - 1. Physical Safety of Day Care Setting and Safety Practices by Caregiver(s)
    - 2. Nutritional Input During Noon Meal and Snacks
    - 3. Pattern of Interaction During Noon Meal and Feeding Practices
    - 4. Caregiver's Understanding of Child's Nutritional Needs
    - 5. Program of Nutritional Education for Parents
    - 6. Agency's Linkage to Medical Care Source(s)
- C. Family's Health Practices and Knowledge
    - 1. Family's Health Conditions and Practices
    - 2. Family's Understanding of Child's Nutritional Needs
    - 3. Family's Feeding Practices

II. Child's Psychological Development

- A. Infant Day Care Environment Index
- B. Subscales
    - 1. Cognitive-Language Input
    - 2. Social-Affective Input
        - a. Positive Social-Affective Input
        - b. Negative Social-Affective Input
    - 3. Control of Child's Behavior
        - a. Amount of Control
        - b. Type(s) of Control Techniques Used
    - 4. Physical Setting, Play Materials, and Equipment Checklist

III. Family Development

- A. Family's Relationship with Day Care Agency
- B. Caregiver's Relationship with Child's Mother
- C. Program for Families
- D. Family's Participation on Board of Directors

OUTCOME VARIABLES

EIGHTEEN-MONTH OUTCOME MEASURES

I. Child's Health, Nutrition, and Physical Development

- A. Current Health Status
  - 1. Physical Growth
    - a. Height, Weight, Head Circumference
    - b. Hematocrit
  - 2. Presence of Significant or Minor Medical Problems
- B. Child's Day Care Attendance Record
  - 1. Number of Days Absent Due to Illness

II. Child's Psychological Development

- A. Cognitive and Language Development
  - 1. Bayley Mental Score
  - 2. Verbal Comprehension Score
- B. Personality, Social, and Emotional Development
  - 1. Index of Social and Personality Functioning
  - 2. Presence of Significant Psychological Problems

III. Family Development (None)

OUTCOME VARIABLES

THIRTY-SIX MONTH OUTCOME MEASURES

I. Child's Health, Nutrition, and Physical Development

- A. Current Health Status
  - 1. Physical Growth
    - a. Height, Weight, Head Circumference
    - b. Hematocrit
  - 2. Presence of Significant or Minor Medical Problems
- B. Child's Day Care Attendance Record
  - 1. Number of Days Absent Due to Illness

II. Child's Psychological Development

- A. Cognitive and Language Development
  - 1. Stanford-Binet Score
  - 2. Peabody Picture Vocabulary Score
  - 3. Language Competence Score
  - 4. Cognitive Style Score
- B. Social, Personality, and Emotional Development
  - 1. Social Competence with Adults Score
  - 2. Social Competence with Peers Score
  - 3. Emotional Functioning Score

III. Family Development

- A. Socioeconomic Status
  - 1. Hollingshead Two-Factor Index SES Score
  - 2. Family's Total Annual Rate of Income
  - 3. Percent of Total Income from Wages
- B. Family Composition
  - 1. Family Structure
- C. Total St. Paul Profile of Family Functioning Score

New York City Infant Day Care Study

DATA ANALYSIS PROCEDURES

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July 1974

New York City Infant Day Care Study

INITIAL CHARACTERISTICS AND DEMOGRAPHIC DATA

The organization of this data will take the following form:

Item x	GROUP						FAMILY						AT HOME				TOTAL						Group	Family	Home	
	6	12	18	24	30	36	6	12	18	24	30	36	6	12	18	36	6	12	18	24	30	36				
Response 1																										
2																										
.																										
.																										
.																										
y																										
Mean																										
S.D.																										

It should be noted that the above table describes the general condition and that parts of it may be deleted in the examination of any one specific issue (i.e., a mean and S.D. of the variable "sex" would be meaningless.)

Within each cell above the double line will be the number and percentage of the column sample present in that cell. Where means and standard deviations are called for, they will be column means and standard deviations of the column.

The specific issues or items that will be examined in this manner are listed on the attached sheet. These items will be selected from the individual procedures collected by the observers, testers, and medical examiners.

July 1974

New York City Infant Day Care Study

INITIAL CHARACTERISTICS AND DEMOGRAPHIC DATA

OUTLINE

Initial Characteristics of Children and Families by Treatment Group (Group, Family, At-Home), by Age Sample (6,12,18, and 36 months) Within Treatment Groups, and by Age Regardless of Treatment Group.

CHARACTERISTICS OF SAMPLE CHILDREN

I. Sex

  A. Males and Females, N and %.

II. Ethnicity

  A. N and % in each of four ethnic groups:

    1. Black English speaking
    2. Spanish speaking.
    3. Other English speaking
    4. Other Bilingual.

  B. Language(s) Spoken to Child at Home. N and % in each of five categories:

    1. English only.
    2. English and Spanish.
    3. English and Other.
    4. Spanish only.
    5. Other only.

III. Physical and Health Data

  A. Maternal and Neonatal Data. N and % in each of four categories:

    1. Full term, no complications.
    2. Full term, with complications.
    3. Premature, no complications.
    4. Premature, with complications.

B. Current Health Status (Based on initial pediatric examination and laboratory data). N and % in each of five categories:

1. Normal.
2. Minor abnormality(s) present, suspected.
3. Minor abnormality(s) present, definite.
4. Significant abnormality(s) present, suspected.
5. Significant abnormality(s) present, definite.

C. Height. N and % in each of eight percentile categories:

1. < 3rd
2. 3rd - 10th
3. 10th - 25th
4. 25th - 50th
5. 50th - 75th
6. 75th - 90th
7. 90th - 97th
8. > 97th

D. Weight. N and % in each of eight percentile categories:

1. < 3rd
2. 3rd - 10th
3. 10th - 25th
4. 25th - 50th
5. 50th - 75th
6. 75th - 90th
7. 90th - 97th
8. > 97th

E. Motor Development (Based on 6 and 12 month Bayley Motor scores. The Motor Scale is not administered to 18 month sample.) Mean and S.D.

INITIAL CHARACTERISTICS AND DEMOGRAPHIC DATA

F. Adequacy of Child's Health Care (Reflected in immunization status at time of initial pediatric examination).

6 Month Sample N and % in each of five categories:

5. a) 3 DPT
3 OPV; or

b) 2 DPT
2 OPV

4. c) 2 - 3 OPV 1 OPV
1 DPT 2 - 3 DPT; or

d) 1 OPV
1 DPT

3. 1 DPT or 1 OPV

2. No immunizations

1. Inappropriate immunizations (i.e., M, HR, or MMR under 9 months)

12 Month Sample. N and % in each of four categories:

4. a) 3 OPV
3 DPT
Measles, or MR or MMR; or

b) 3 OPV
3 DPT

3. c) 2 OPV
2 DPT
Measles, MR, MMR; or

d) 2 OPV
2 DPT

2. e) 2 OPV 1 OPV
1 DPT 2DPT; or

f) 1 OPV
1 DPT

1. 1 DPT or 1 OPV
or no immunizations

18 Month Sample N and % in each of five categories:

5. a) 4 OPV
   4 DPT
   MR or MMR or M and R; or

   b) 3 OPV
   3 DPT
   Measles and Rubella or MR or MMR

4. c) 3 OPV
   # DPT
   Measles or Rubella

3. d) 3 OPV
   3 DPT; or

   e) 3 OPV 2 OPV
   2 DPT 3 DPT

2. f) 2 DPT
   2 OPV

1. Less than 2 or none

IV. Psychological Data on Sample Children

A. Intellectual Functioning (Based on initial Bayley Mental scores at 6, 12, and 18 months; or Stanford-Binet at 36 months). Mean and S.D.

B. Social and Personality Functioning (Based on Behavior Rating Scales during standard intelligence test situation and Naturalistic Observations).

   1. Index of Social and Personality Functioning. Mean and S.D. (See attached sheets for a detailed description of the computation of this index)

   2. Presence of suspected personality disorders. N and %

C. Amount of day care experience (in months) when child is first tested. (This is a control variable to take into account the fact that children in each age sample may have had different amounts of day care experience when first tested. E.G. children tested at 6 months may have entered the program between 2 and 6 months). Mean and S.D.

INITIAL CHARACTERISTICS AND DEMOGRAPHIC DATA

CHARACTERISTICS OF SAMPLE FAMILIES (Based on Family Interviews).

- I. Socio-Economic Data (Prior to entry into a day care program).
  - A. N and % of families in each of three Hollingshead Index categories:
    - 1. Class III and above.
    - 2. Class IV.
    - 3. Class V.
  - B. Income Data
    - 1. Family's total annual income rate. Mean and S.D.
    - 2. N and % of families in each of three sources or income categories:
      - a) Total income from Public Assistance.
      - b) Total income from wages.
      - c) Mixed, income from both Public Assistance and wages.
- II. Family Make-Up
  - A. N and % of families having each of three structures:
    - 1. Two-parent family, mother and father living together.
    - 2. Single parent family, mother living alone with children.
    - 3. Single parent family, mother living with her family (or extended family).
  - B. Siblings. (Age at last birthday). N and % in each of three categories:
    - 1. Preschool. Up to 5 years of age.
    - 2. School age. 6 to 17 years of age.
    - 3. Adult. 18 years of age, or over.
  - C. Mother's Age (When sample child was born. Computation in years, age at last birthday). N and % in each of four categories:
    - 1. 18 and under.
    - 2. 19 to 24.
    - 3. 25 to 34.
    - 4. 35 and over.

INITIAL CHARACTERISTICS AND DEMOGRAPHIC DATA

III. St. Paul Profiles of Family Functioning (Total Profile score). Mean and S.D.

MISSING DATA

I. N and % of missing data for each of above variable.

New York City Infant Day Care Study

INDEX OF SOCIAL AND PERSONALITY FUNCTIONING
Computational Procedures
6 Months

BEHAVIOR RATING SCALE

There are six items from Behavior Rating Scale that will be used in this index. They are items A, B, C, D, E, GII. EAch raw value on these items has been assigned a a specific weight value. (See attached Behavior Rating Scale form for the specific weight values.) Standard scores will then be computed for each item based on the variance of an item and its weight values. Behavior Rating Scale's contribution to the total I.S.P.F. will then be computed as follows: A standard score will be present for each of the six items on a sheet. A sum of these six items will be taken for the Behavior Rating Scale sheet. This Behavior Rating Scale sum will be Behavior Rating Scale's contribution to the total I.S.P.F. and will be added to the contributions of the other forms.

CORE

There are four items from CORE that will be used in this index. They are items B, C, D, E. Each raw value on these items has been assigned a specific weight value.(See attached CORE form for the specific weight values.) Two of these items, B and D, can be multicoded, receive more than one raw value. When multicoding occurs, the mean of the weights of all raw values coded for that instance will be assigned. Standard scores will then be computed for each item based on the variance of an item and its weight values. CORE'S contribution to the total I.S.P.F. will then be computed as follows: A standard score will be present for each of the four items at each of the seven intervals on a CORE sheet. A sum of all scores across items and intervals will be taken for the CORE sheet. Then a mean of all CORE sheet sums (usually 5) for a subject at a particular cycle will be taken. This CORE mean will be CORE'S contribution to the total I.S.P.F and will be added to the contributions of the other forms.

New York City Infant Day Care Study

INDEX OF SOCIAL AND PERSONALITY FUNCTIONING

6 Months

Data Base:

1. Behavior Rating Scales
2. Core

Copies of each of the above forms are attached.
Each checked item contains the assigned weights typed in next to all possible responses.

June 1974

New York City Infant Day Care Study
Scoring Sheet
BEHAVIOR RATING SCALES
(Standard Test Situations)

INDEX OF SOCIAL & PERSONALITY FUNCTIONING

6 month sample

Child's Name
Child's Number (1-6)
Child's Age (7-
Cycle (9)
Examiner (10-11)
Date

✓A. SOCIAL RESPONSIVENESS TO EXAMINER

- 5 1. ☐ Very friendly
- 4 2. ☐
- 3 3. ☐ Moderately friendly
- 2 4. ☐
- 1 5. ☐ Unfriendly

_____ 12

✓B. ALERTNESS/CAPACITY FOR DUAL ATTENTION

- 5 1. ☐ High
- 4 2. ☐
- 3 3. ☐ Moderate
- 2 4. ☐
- 1 5. ☐ Low

_____ 13

✓C. INTEREST IN NOVEL OBJECTS

- 5 1. ☐ High
- 4 2. ☐
- 3 3. ☐ Moderate
- 2 4. ☐
- 1 5. ☐ Low

_____ 14

✓D. EMOTIONAL TONE

- 5 1. ☐ Very happy
- 4 2. ☐
- 3 3. ☐ Moderately content
- 2 4. ☐
- 1 5. ☐ Unhappy

_____ 15

0051

✓E. TASK ORIENTATION

- 5 1. ☐ High
- 4 2. ☐
- 3 3. ☐ Moderate
- 2 4. ☐
- 1 5. ☐ Low

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F. UNUSUAL OR DEVIANT CHARACTERISTICS
(Check all unusual or deviant characteristics observed)

I. BEHAVIOR DEVIATIONS

- 1. ☐ Head rolling and/or banging
- 2. ☐ Body thrashing
- 3. ☐ Excessive rhythmic body rocking
- 4. ☐ Excessive crying
- 5. ☐ Frequent inappropriate smiling or grimacing
- 6. ☐ Apathy
- 7. ☐ Stereotyped, purposeless bizarre behavior
- 8. ☐ Mutism
- 9. ☐ Hypoactivity
- 10. ☐ Hyperactivity
- 11. ☐ Excessive mouthing of objects (from 18 months)
- 12. ☐ Explosive outbursts without apparent reason (from 18 months)
- 13. ☐ Idiosyncratic speech or jargon (from 36 months)
- 14. ☐ Echolalia (from 36 months)
- 15. ☐ Other: (describe)_____

II. UNUSUAL MOTOR MOVEMENTS OR POSTURES

- 1. ☐ Head unsteady or "wobbly" When child is sitting or held
- 2. ☐ Head lag when raised from supine position
- 3. ☐ Head not erect when child is sitting or held
- 4. ☐ Athetoid movement
- 5. ☐ Backhanded reaching for object
- 6. ☐ Tremors
- 7. ☐ Hands predominantly fisted
- 8. ☐ Bilateral use of hands when reaching for objects
- 9. ☐ Arms predominantly extended an elevated
- 10. ☐ Twitch or tic
- 11. ☐ Scissoring of legs
- 12. ☐ Predominant flexing of knees; unable to support weight on fe
- 13. ☐ Clumsy, uncoordinated graspin of objects, (from 18 months)
- 14. ☐ Clumsy, uncoordinated walk (from 27 months)
- 15. ☐ Other (Explain)_____
- 16. ☐ None

_____ 19-

INDEX OF SOCIAL & PERSONALITY FUNCTIONING
6 month sample

BEHAVIOR RATING SCALES
(Standard Test Situations)

Child's Number   Date

Tests Administered: ☐ Bayley Mental Scale   ☐ Bayley Motor Scale

C. SUMMARY SHEET
CIRCLE ONE FOR EACH SCALE

I. ADEQUACY OF TEST

a. Bayley Mental Scale Score* ______ 21-23

b. Bayley Mental Scale Adequacy

1. ☐ Adequate
2. ☐ Inadequate due to child's behavior
3. ☐ Inadequate due to external factors

Explain ______

9. ☐ Not applicable ______ 24

c. Bayley Motor Scale Score* ______ 25-27

d. Bayley Motor Scale Adequacy

1. ☐ Adequate
2. ☐ Inadequate due to child's behavior
3. ☐ Inadequate due to external factors

Explain ______

9. ☐ Not applicable ______ 28

*Do not enter score if Inadequate is checked.

✓II. EVALUATION OF SOCIAL-EMOTIONAL FUNCTIONING

3 1. ☐ Advanced
2 2. ☐ Average
1 3. ☐ Low
0 4. ☐ Suspect or Abnormal ______ 29

Explain ______

III. CHILD TO BE SEEN BY TESTING SUPERVISOR

1. Yes   If yes, When ______
2. No

IV. COMMENTS ______

______ 9

New York City Infant Day Care Study

INDEX OF SOCIAL & PERSONALITY FUNCTIONING - 6 Mos.

CORE OBSERVATION

CHILD'S NAME

CHILD'S ID NO. (1–6)

PROGRAM

CORE TIME

OBSERVATION CYCLE (7)

DATE OF OBSERVATION ✓ ✓ ✓ ✓ (9–14)

OBSERVER'S INITIALS

☐ AM ☐ PM ☐ NOON MEAL (8)

CODE	*A	*B	C	*D	E	F	*G	H	I	*J	K	L	M	*N	*O	P	CODE
	CHILD LOCATION	CHILD AFFECT	CHILD ACTIVITY	OBJECTS USED	CHILD VOCAL	SOCIAL INTER-ACTION	WHO	WHICH TEACHER	SITUA TION	INDEP. SLF. HLP. SKILLS	DIRECT TEACH. ACT	NON DIDACTIC ACT.	COMF. AFF.	CONT. TECH.	TEACHER AFFECT	VERBAL TO CHILD	
1	Floor	Happy 3	Social 1	Commercial Play Mat. 1	Intelligible Speech 1	Yes	Teach-1 to-1	T–1	Feed	Encour. ♦♦♦	Lang. Skills Con	Reads/ Tells Stories	Dist/ Resp.	Gives Reasons	Pos.	Yes	1
2	Crib/Pen	Unhappy 1	Fine Motor 1	Improvised Play Mat. 1	Unintel. Speech Babbling 1	No ♦	Teach Group	T–2	Toilet	Discour.	Abstract Inform.	Converses	Dist./No or Neg. Resp.	Praises Rewards, Prom.	Neg.	No	2
3	High Chair Feeding Table	Neutral 2	Gross Motor 1	Other Objects 1	Inaudible 1		Other Adult	T–3	Clean	T does it	Soc. Rules, limits	Plays, Partic	No Dist/ Gives Aff.	Asks/ Tells	Neutral		3
4	Held		Visual/ Auditory 1	None 0	None 0		Child(s) ♦♦	T–4	Dress	C does it	Teaching Games, Rules	Sings, Dances/ Plays Mus.	No Dist./ No Aff.	Criticizes, Threat, Screams			4
5	Other		Vocal 1				Pers ♦♦	T–5	Non-Rout	None of Above	Expressive skills	None of Above		Phy. forces Pun, spanks			5
6			Pass/non Goal 0				Observer ♦♦	T–6			Self Help			No Attempt to Control			6
7								T–7			Fine Motor						7
8								T–8			Gross Motor						8
9								T–9			None						9
1																	
2																	
3																	
4																	
5																	
6																	
7																	
(77) →	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	

(76)____ (78)____ (80) 1

♦ If F-2 STOP coding at Column F
♦♦ If G-3, 4 or 5, STOP coding at Column G
♦♦♦ If J-1 Code K 6

* Multi Code

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New York City Infant Day Care Study

INDEX OF SOCIAL AND PERSONALITY FUNCTIONING

Computational Procedures
12 and 18 Months

BEHAVIOR RATING SCALE

There are six items for Behavior Rating Scale that will be used in this index. They are items A, B, C, D, E, GII. Each new value on these items has been assigned in specific weight value. (See attached Behavior Rating Scale form for the specific weight values.) Standard scores will then be computed for each item based on the variance of an item and its weight values. Behavior Rating Scale's contribution to the total I.S.P.F. will then be computed as follows: A standard score will be present for each of the six items on a sheet. A sum of these six items will be taken for the Behavior Rating Scale sheet. This Behavior Rating Scale sum will be Behavior Rating Scale's contribution to the total I.S.P.F. and will be added to the contributions of the other forms.

TEACHER-CHILD SUMMARY

There are eight items from Teacher-Child Summary that will be used in this index. They are items A^f, A^g, B^f, B^f, B^g, C, D, E, F. Each raw value on these items has been assigned as specific weight value. (See attached Teacher-Child Summary form for the specific weight values.) Items B^f and B^g have a "Not Applicable" code which is treated as missing data. Standard scores will then be computed for each item based on the variance of an item and its weight values. Teacher-Child Summary's contribution to the total I.S.P.F. will then be computed as follows: A standard score will be present for each of the eight items on a sheet. A sum of these eight items will be taken for the Teacher-Child Summary sheet. This Teacher-Child Summary sum will be Teacher-Child Summary's contribution to the total I.S.P.F. and will be added to the contributions of the other forms.

CORE

There are four items from CORE that will be used in this index. They are items B, C, D, E. Each raw value on these items has been assigned a specific weight value. (See attached CORE form for the specific weight values.) Two of these items, C and D, can be multicoded, receive more than one raw value. When multicoding occurs, the mean of the weight of all raw values coded for that instance will be assigned. Standard scores will then be computed for each item based on the variance of an item and its weight values. CORE'S contribution to the total I.S.P.F. will then be computed as follows: A standard score will be present for each of the four items at each of the seven intervals on a CORE sheet. A sum of all scores across items and intervals will be taken for the CORE sheet. Then a mean of all CORE sheet sums (usually 5) for a subject at a particular cycle will be taken. This CORE mean will be CORE'S contribution to the total I.S.P.F. and will be added to the contributions of the other forms.

July 1974

New York City Infant Day Care Study

INDEX OF SOCIAL AND PERSONALITY FUNCTIONING

12 To 18 Months

Data Base:

1. Behavior Rating Scale
2. Summary of Child's Behavior
3. Core

Copies of each of the above forms are attached.
Each checked Item contains the assigned weights typed in next to all possible responses.

June 1974

INDEX OF SOCIAL & PERSONALITY FUNCTIONING New York City Infant Day Care Study

Scoring Sheet

BEHAVIOR RATING SCALES

(Standard Test Situations)

12 and 18 months samples

Child's Name	Child's Number (1-6)	Child's Age (7-
Cycle (9)	Examiner (10-11)	Date

✓A. SOCIAL RESPONSIVENESS TO EXAMINER

5 1. ☐ Very friendly
4 2. ☐
3 3. ☐ Moderately friendly
2 4. ☐
1 5. ☐ Unfriendly ______12

✓B. ALERTNESS/CAPACITY FOR DUAL ATTENTION

5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low ______13

✓C. INTEREST IN NOVEL OBJECTS

5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low ______14

✓D. EMOTIONAL TONE

5 1. ☐ Very happy
4 2. ☐
3 3. ☐ Moderately content
2 4. ☐
1 5. ☐ Unhappy ______15

✓E. TASK ORIENTATION

5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low ______16

F. UNUSUAL OR DEVIANT CHARACTERISTICS
(Check all unusual or deviant characteristics observed)

I. BEHAVIOR DEVIATIONS

1. ☐ Head rolling and/or banging
2. ☐ Body thrashing
3. ☐ Excessive rhythmic body rocking
4. ☐ Excessive crying
5. ☐ Frequent inappropriate smiling or grimacing
6. ☐ Apathy
7. ☐ Stereotyped, purposeless bizarre behavior
8. ☐ Mutism
9. ☐ Hypoactivity
10. ☐ Hyperactivity
11. ☐ Excessive mouthing of objects (from 18 months)
12. ☐ Explosive outbursts without apparent reason (from 18 months)
13. ☐ Idiosyncratic speech or jargon (from 36 months)
14. ☐ Echolalia (from 36 months)
15. ☐ Other: (describe)______

II. UNUSUAL MOTOR MOVEMENTS OR POSTURES

1. ☐ Head unsteady or "wobbly" When child is sitting or held
2. ☐ Head lag when raised from supine position
3. ☐ Head not erect when child is
sitting or held
4. ☐ Atheoid movement
5. ☐ Backhanded reaching for objec
6. ☐ Tremors
7. ☐ Hands predominantly fisted
8. ☐ Bilateral use of hands when reaching for objects
9. ☐ Arms predominantly extended a
elevated
10. ☐ Twitch or tic
11. ☐ Scissoring of legs
12. ☐ Predominant flexing of knees;
unable to support weight on f
13. ☐ Clumsy, uncoordinated graspin
of objects, (from 18 months)
14. ☐ Clumsy, uncoordinated walk (from 27 months)
15. ☐ Other (Explain)______
16. ☐ None ______19-

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June 1974

INDEX OF SOCIAL & PERSONALITY FUNCTIONING

12 and 18 months samples

BEHAVIOR RATING SCALES
(Standard Test Situations)

Child's Number ____________________ Date ____________________

Tests Administered: ☐ Bayley Mental Scale ☐ Bayley Motor Scale

G. SUMMARY SHEET
CIRCLE ONE FOR EACH SCALE

I. ADEQUACY OF TEST

a. Bayley Mental Scale Score* ______ 21-23

b. Bayley Mental Scale Adequacy

1. ☐ Adequate
2. ☐ Inadequate due to child's behavior
3. ☐ Inadequate due to external factors

Explain ____________________

____

____

9. ☐ Not applicable ______ 24

c. Bayley Motor Scale Score* ______ 25-27

d. Bayley Motor Scale Adequacy

1. ☐ Adequate
2. ☐ Inadequate due to child's behavior
3. ☐ Inadequate due to external factors

Explain ____________________

____

____

9. ☐ Not applicable ______ 28

*Do not enter score if Inadequate is checked.

✓ II. EVALUATION OF SOCIAL-EMOTIONAL FUNCTIONING

4 1. ☐ Advanced
3 2. ☐ Average
2 3. ☐ Low
1 4. ☐ Suspect or Abnormal ______ 29

Explain ____________________

____

III. CHILD TO BE SEEN BY TESTING SUPERVISOR

1. Yes If yes, When ____________________
2. No

IV. COMMENTS ____________________

____

____

____

______ 9

INDEX OF SOCIAL & PERSONALITY FUNCTIONING
12 and 18 months

NEW YORK CITY INFANT DAY CARE STUDY

3/74

CHILD'S NAME	CHILD I.D. NO.	DATE OF OBSERVATION	OBSERVATION CYCLE	OBSERVER'S INITIALS
	(1-6)	(7-12)	(13)	(14)

SUMMARY OF TEACHER'S BEHAVIOR

TEACHER 1 2 3

A. Enjoyment of Child
1. Enjoys
2.
3. Neutral
4.
5. Doesn't enjoy

(15) (21) (27)

B. Responsiveness to Child's Cues
1. Responsive
2.
3. Mixed
4.
5. Unresponsive

(16) (22) (28)

C. Responsiveness to Child's Social Overtures
1. Usually responsive
2.
3. Sometimes responsive
4.
5. Usually unresponsive
9. Not applicable

(17) (23) (29)

D. Encouragement of Child's Explorations
1. Encouraging
2.
3. Neutral/Mixed
4.
5. Restrictive/Controlling

(18) (24) (30)

E. Encouragement of Child's Verbalizations
1. Encouraging
2.
3. Neutral/Mixed
4.
5. Discouraging

(19) (25) (31)

F. Authority Role
+2 ☐ 1 Authoritarian
+1 ☐ 2
0 ☐ 3 Democratic
−1 ☐ 4
−2 ☐ 5 Permissive/Laissez-faire

G. Organization of Routines
(34) −2. ☐ 1 Overorganized Rigid
+1. ☐ 2
0. ☐ 3 Organized Flexible
−1. ☐ 4
−2. ☐ 5 Disorganized

H. Level of Stimulation
(35) +2. ☐ 1 Overstimulating
+1. ☐ 2
0. ☐ 3 Stimulating
−1. ☐ 4
−2. ☐ 5 Unstimulating

I. Unusual Conditions
(36) 1. ☐ No
2. ☐ Yes If Yes, Describe:

K. Unusual Behavior by Teacher
(37) 1. ☐ No
2. ☐ Yes If Yes, Describe:

SUMMARY OF CHILD'S BEHAVIOR

✓ **A. Social Responsiveness to Teacher**

✓ (38) Frequency
5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low

✓ (39) Quality
6 1. ☐ Positive
5 2. ☐
4 3. ☐ Mixed
3 4. ☐
2 5. ☐ Negative
1 6. ☐ Neutral

✓ **B. Social Responsiveness to Peers**

✓ (40) Frequency
5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low
MD 9. ☐ Not Applicable

✓ (41) Quality
6 1. ☐ Positive
5 2. ☐
4 3. ☐ Mixed
3 4. ☐
2 5. ☐ Negative
1 6. ☐ Neutral
M.D. 9. ☐ Not Applicable

✓ **C. Curiosity**
(42) 5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low

✓ **D. Task Orientation**
(43) 5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low

✓ **E. Independence**
(44) 5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low

✓ **F. Emotional Tone**
(45) 5 1. ☐ Happy
4 2. ☐ Content
1 3. ☐ Bland
3 4. ☐ Mod. Unhappy
2 5. ☐ Unhappy

G. Unusual or Deviant Behavior by Child
(46) 1. ☐ No
2. ☐ Yes If Yes, Describe:

8 (80)

INDEX OF SOCIAL & PERSONALITY FUNCTIONING-12-18 New York City Infant Day Care Study

CORE OBSERVATION

CHILD'S NAME

CHILD'S ID NO. (1-6)

PROGRAM

CORE TIME

OBSERVATION CYCLE (7)

DATE OF OBSERVATION ✓ ✓ ✓ ✓ (9-14)

OBSERVER'S INITIALS

☐ AM ☐ PM ☐ NOON MEAL (8)

	*A	*B	C	*D	E	F	*G	H	I	*J	K	L	M	*N	*O	P	
CODE	CHILD LOCATION	CHILD AFFECT	CHILD ACTIVITY	OBJECTS USED	CHILD VOCAL	SOCIAL INTER-ACTION	WHO	WHICH TEACHER	SITUA TION	INDEP. SLF.HLP. SKILLS	DIRECT TEACH. ACT	NON DIDACTIC ACT.	COMF. AFF.	CONT TECH.	TEACHER AFFECT	VERBAL TO CHILD	CODE
1	Floor	Happy 3	Social 3	Commercial Play Mat. 2	Intelligible Speech 3	Yes	Teach-1 to-1	T-1	Feed	Encour. ***	Lang. Skills Con	Reads/ Tells Stories	Dist/ Resp.	Gives Reasons	Pos.	Yes	1
2	Crib/Pen	Unhappy 1	Fine Motor 2	Improvised Play Mat. 2	Unintel. Speech Babbling 2	No *	Teach Group	T-2	Toilet	Discour.	Abstract Inform.	Converses	Dist./No or Neg. Resp.	Praises Rewards, Prom.	Neg.	No	2
3	High Chair Feeding Table	Neutral 2	Gross Motor 2	Other Objects 2	Inaudible 2		Other Adult	T-3	Clean	T does it	Soc. Rules, limits	Plays, Partic	No Dist/ Gives Aff.	Asks/ Tells	Neutral		3
4	Held		Visual/ Auditory 2	None 1	None 1		Child(s) **	T-4	Dress	C does it	Teaching Games, Rules	Sings, Dances Plays Mus.	No Dist./ No Aff.	Criticizes, Threat, Screams			4
5	Other		Vocal 2				Pets **	T-5	Non-Rout	None of Above	Express-ive skills	None of Above		Phy. forces Pun, spanks			5
6			Pass/non Goal 1				Observer **	T-6			Self Help			No Attempt to Control			6
7								T-7			Fine Motor						7
8								T-8			Gross Motor						8
9								T-9			None						9
1																	
2																	
3																	
4																	
5																	
6																	
7																	
(77) →	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	

(76)____ (78)____ (80) 1

* If F-2 STOP coding at Column F

** If G-3, 4 or 5, STOP coding at Column G

*** If J-1 Code K6

* Multi Code

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August 1974

New York City Infant Day Care Study

DAY CARE ENVIRONMENT INDEX
Computational Procedures
6 Months

CORE

There are twelve items from CORE used in this index. They are items A, D, F, G, I, J, K, L, M, N, O, P. Each raw value on these items has been assigned a specific weight value. (See Attached CORE form for the specific weight values.) Several of these items (A, D, G, J, N, O) can be multicoded, receive more than one raw value. When multicoding occurs, the mean of the weights of all raw values coded for that instance will be assigned. Standard scores will then be computed for each item based on the variance of an item and its weight values. CORE'S contribution to the total D.E.I. will then be computed as follows: A standard score will be present for each of the twelve items at each of the seven intervals on a CORE sheet. A sum of all scores across items and intervals will be taken for the CORE sheet. Then a mean of all CORE sheet sums (usually 5) for a subject at a particular cycle will be taken. This CORE will be CORE'S contribution to the total D.E.I. and will simply be added to the contributions of the other forms.

CORE SUPPLEMENT

There are two items from CORE Supplement that will be used in this index. They are items B^1 and B^2. Each raw value on these items has been assigned a specific weight value. (See attached CORE Supplement Form for the specific weight values.) Standard scores will then be computed for each item based on the variance of an item and its weight values. CORE Supplement's contribution to the total D.E.I. will then be computed as follows: A standard score will be present for each of the two items on a sheet. A sum of these two items will be taken for the CORE Supplement sheet. Then a mean of all CORE Supplement sheet sums (usually 5) for a subject at a particular cycle will be taken. This CORE Supplement mean will be CORE Supplement's contribution to the total D.E.I. and will be added to the contributions of the other forms.

SUPPLEMENT TO FOOD RECORD - 6 MONTHS

There are seven items from Food Supplement that will be used in this index. They are items "Feeding Skills" 1, 2, "Teacher-Child" A, E, F, G, H. Each raw value on these items has been assigned a specific weight value. (See attached Food Supplement form for the specific weight values.) Standard scores will then be computed for each item based on the variance of an item and its weight values. Food Supplement's contribution to the total D.E.I. will then be computed as follows: A standard score will be present for each of the seven items on a sheet. A sum of these items will be taken for the Food Supplement sheet. This Food Supplement sum will be Food Supplement's contribution to the total D.E.I. and will be added to the contributions of the other forms.

PHYSICAL SETTING CHECKLIST

There are thirty-one items from Physical Setting that will be used in this index. They are items B1, 2, 3^b, 4, 5^a, ^{b}. 7^a, b, c, d, e, f, g, h, summary, 9, H1, 2, 3, 4, 5, 6a, b, c, 7, 8, 9, 10, 11, 12, 13. Each raw value on all these items except item B7 summary has been assigned a specific weight value. (See attached Physical Setting form for the specific weight values.) Item B7 summary is simply a count of items B7^{a} through h. The weights of items B7^{a} through h will be summed and divided by item B7 summary, this result (B7 computation) will be treated as a new item. Standard scores for items B1, 2, 3^{b}, 4, 6^{a}, b, 7 computation, summary, 9, H1, 2, 3, 4, 5, 6a, b, c, 7, 8, 9, 10, 11, 12, 13, will then be computed based on the variance of an item and its weight values. Physical Setting's contribution to the total D.E.I. will then be computed as follows: A standard score will be present for each of those items listed above. A sum of these twenty-four items will be taken for the Physical Setting sheet. This Physical Setting sum will be Physical Setting's contribution to the total D.E.I. and will be added to the contributions of the other forms.

July 1974

New York City Infant Day Care Study

DAY CARE ENVIRONMENTAL INDEX
6 Month Cycle

Data Base:

1. Core
2. Supplement to Core
3. Supplement to Food Record
4. Physical Setting, Material, and Equipment Checklist

Copies of each of the above forms are attached.
Each checked Item contains the assigned weights typed in next to all possible responses.

DAY CARE ENVIRONMENTAL INDEX - 6 MONTHS

New York City Infant Day Care Study

CORE OBSERVATION

CHILD'S NAME

CHILD'S ID NO. (1-6)

PROGRAM

CORE TIME

OBSERVATION CYCLE (7)

DATE OF OBSERVATION ✓ ✓ (9-14)

OBSERVER'S INITIALS ✓ ✓ ✓ ✓ ✓

AM ✓ PM ✓ NOON MEAL ✓ (8) ✓ ✓

	*A	*B	C	*D	E	F	*G	H	I	*J	K	L	M	*N	*O	P	
CODE	CHILD LOCATION	CHILD AFFECT	CHILD ACTIVITY	OBJECTS USED	CHILD VOCAL	SOCIAL INTER-ACTION	WHO	WHICH TEACHER	SITUA TION	INDEP. SLF. HLP. SKILLS	DIRECT TEACH. ACT	NON DIDACTIC ACT.	COMP. AFF.	CONT TECH.	TEACHER AFFECT	VERBAL TO CHILD	CODE
1	Floor 2	Happy	Social	Commercial Play Mat. 3	Intelligible Speech	Yes 2	Teacher/ [illegible] 5	T-1	Feed 1	Encour. ••• 2	Lang. Skills Con. 2	Reads/ Tells Stories 2	Dist/ Resp. 3	Gives Reasons 3	Pos. 3	Yes 2	1
2	Crib/Pen 1	Unhappy	Fine Motor	Improvised Play Mat. 3	Unintel. Speech Babbling	No • 1	Teach Group 4	T-2	Toilet 1	Discour. 1	Abstract Inform. 1	Converses 2	Dist./No or Neg. Resp. 1	Praises Rewards, Prom. 3	Neg. 1	No 1	2
3	High Chair Feeding Table 1	Neutral	Gross Motor	Other Objects 2	Inaudible		Other Adult 4	T-3	Clean 1	T does it 2	Soc. Rules, limits 1	Plays, Partic. 2	No Dist. Gives Aff. 4	Asks/ Tells 3	Neutral 2		3
4	Held 3		Visual Auditory	None 1	None		Child(ren) •• 3	T-4	Dress 1	C does it 2	Teaching Games, Rules 1	Sings, Dances Plays Mus. 2	No Dist./ No Aff. 2	Criticizes, Threat, Screams 1			4
5	Other 1		Vocal				Pets •• 2	T-5	Non-Rout. 2	None of Above 2	Expressive skills 1	None of Above 1		Phy. force, Pun, spanks 1			5
6			Pass/non Goal				Observer •• 1	T-6			Self Help 1			No Attempt to Control 2			6
7								T-7			Fine Motor 2						7
8								T-8			Gross Motor 2						8
9								T-9			None 1						9
1																	
2																	
3																	
4																	
5																	
6																	
7																	
(77) →	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	

(76)____ (78)____ (80) 1

- • If F-2 STOP coding at Column F
- •• If G-3, 4 or 5, STOP coding at Column G
- ••• If J-1 Code K6

* Multi Code

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DAY CARE ENVIRONMENTAL INDEX - 6 MONTHS

New York Infant Day Care Study
SUPPLEMENTARY INFORMATION FOR CORE – 6 MONTHS

CHILD'S NAME				CHILD'S ID NO. (1-6)
DATE OF OBSERVATION	OBSERVATION CYCLE 0 (7)	CORE TIME (8)	☐ AM ☐ PM ☐ NOON MEAL (9)	OBSERVER'S INITIALS (10)

A. TEACHER CHILD RATIO

1. Number of children in room ______
2. Number of children who are awake ______
3. Number of teachers or care-taking adults ______

______(11-12)

B. TEACHER'S RESPONSE TO POTENTIAL DANGER TO CHILDREN

✓1. **Potential Danger**
- 2 a) ☐ There is no potential danger
- 1 b) ☐ Child playing with small inedible objects, which he may swallow
- 1 c) ☐ Child playing with dangerous objects (e.g., hot stove, knife, wall-outlet, broken or sharp edge toy.)
- 1 d) ☐ Child left unattended in high place (e.g., on table while being diapered, or sofa, in case of infants.)
- 1 e) ☐ Other potential danger or hazard
  If any, describe ______

______(13)

✓2. **Teacher's Response to Potential Danger**
- 2 a) ☐ No danger
- 2 b) ☐ Intervenes
- 1 c) ☐ Does not intervene

______(14)

C. LANGUAGE USED BY TEACHER WITH CHILD

1. ☐ English only
2. ☐ Spanish only
3. ☐ English and Spanish
4. ☐ No language used

______(15)

D. UNUSUAL CONDITIONS WHICH MAY INVALIDATE OBSERVATIONS

1. ☐ Yes ☐ No
   If yes, describe ______

______(16)

E. UNUSUAL OR PECULIAR BEHAVIOR BY CHILD

1. ☐ Yes ☐ No
   If yes, describe ______

______(17)

F. UNUSUAL OR PECULIAR BEHAVIOR BY TEACHER

1. ☐ Yes ☐ No
   If yes, describe ______

______(18)

DAY CARE ENVIRONMENTAL INDEX -
6 MONTHS

New York City Infant Day Care Study
SUPPLEMENT TO FOOD RECORD – 6 MONTHS OBSERVATION

CHILD'S NAME		CHILD'S ID NO. (1–6)
DATE OF OBSERVATION	OBSERVATION CYCLE 0 (7)	OBSERVER'S INITIALS (8)

CHECKLIST OF FEEDING SKILLS OBSERVED DURING LUNCH

INSTRUCTIONS: Check *all* the following behaviors observed. Do *not* score on basis of information provided by teacher which is not observed.

A. LIQUIDS

1. ☐ Drinks from bottle unassisted
2. ☐ Drinks from cup or glass unassisted, with little spilling
3. ☐ Pours liquids from container into cup or glass with little spilling

_______(9)

B. SOLIDS

1. ☐ Uses fingers for eating table food
2. ☐ Attempts to use spoon, but requires help
3. ☐ Feeds himself using spoon, with little spilling
4. ☐ Uses fork easily, if food is cut up
5. ☐ Uses table knife for spreading butter, jam, etc.

_______(10)

✓ 1. BOTTLE

4 1. ☐ Given: teacher holds child
3 2. ☐ Given: child not held but teacher feeds
1 3. ☐ Given: child not held/child holds bottle
1 4. ☐ Given: bottle propped
2 5. ☐ Bottle giving not observed

_______(19)

✓ 2. BURPING

3 1. ☐ Yes
1 2. ☐ No
2 3. ☐ Not observed

_______(20)

RATING OF TEACHER AND CHILD DURING NOON MEAL

INSTRUCTIONS: Check the number which best describes lunch.

A. TEACHER FOCUS ✓

3 1. ☐ On child and feeding
2 2. ☐ Mixed
1 3. ☐ Other

_______(11)

B. CHILD FOCUS

1. ☐ On Teacher and eating
2. ☐ Mixed
3. ☐ Other

_______(12)

C. BEGINNING: CHILD AFFECT

1. ☐ Happy
2. ☐ Neutral
3. ☐ Unhappy

_______(13)

D. BEGINNING: TEACHER AFFECT

1. ☐ Happy
2. ☐ Neutral
3. ☐ Unhappy

_______(14)

E. END: CHILD AFFECT ✓

3 1. ☐ Happy
2 2. ☐ Neutral
1 3. ☐ Unhappy

_______(15)

F. END: TEACHER AFFECT ✓

3 1. ☐ Happy
2 2. ☐ Neutral
1 3. ☐ Unhappy

_______(16)

G. TEACHER'S PACE ✓

3 1. ☐ Matches child's
2 2. ☐ Mixed
1 3. ☐ Mismatch

_______(17)

H. MUTUAL SATISFACTION ✓

3 1. ☐ Satisfying
2 2. ☐ Neutral or mixed
1 3. ☐ Dissatisfying

_______(18)

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DAY CARE ENVIRONMENTAL INDEX - 6 MONTHS New York City Infant Day Care Study

PHYSICAL SETTING, MATERIAL AND EQUIPMENT CHECKLIST

(6 and 12 Months Observation)

12/73

CHILD'S NAME	CHILD'S ID# (1-6)	OBSERVATION CYCLE* (7)
PROGRAM	DATE OF ASESSMENT (9-14)	OBSERVER'S INITIALS (15)
GROUP NAME OR NUMBER (16)		
TEACHER-MOTHER'S NAME (17-19)	ADDRESS	

A. NUMBER OF CHILDREN ASSIGNED IN FAMILY DAY CARE HOME

	(Circle One)							
1. Number of children under 12 months	1	2	3	4	5	6	Unknown	______ (20-21)
2. Number of children 13 months to 5 years	1	2	3	4	5	6	Unknown	
3. Number of children of school age	1	2	3	4	5	6	Unknown	

4. Name and age of other sample children assigned to home

______________________ ______

______________________ ______

______________________ ______

______ (22)

☐ There are no other sample children in home

B. PLAYROOM

✓1. Is playspace adequate for number of children assigned: (Check One)

3 a. ☐ There is adequate space for children to play and move about

2 b. ☐ Playspace is somewhat restricted

1 c. ☐ Playspace is crowded

______ (23)

✓2. Noise:

Is playroom reasonably free from extraneous noise? 2 ☐ Yes 1 ☐ No

If no, explain ______________________

____

______ ______ (24)

3. Ventilation:

a. Are windows used for ventilation? ☐ Yes ☐ No ☐ Other

If other specify source ______________________

Ventilation (Cont'd.)

✓b. Describe comfort level of room: **(Check One)**
2 ☐ room is comfortably ventilated
1 ☐ room is too hot and stuffy
1 ☐ room is too cold ______ (25)

✓4. Lighting: 2 1
Lighting is adequate ☐ Yes ☐ No ______ (26)

5. Water Supply:
There is running water in the room ☐ Yes ☐ No ☐ Unknown

If no, specify nearest source ______________ ______ (27)

✓6. Appearance of Playroom:
✓a. General appearance: **(Check One)**
3 ☐ cheerful (attractive colors, pictures, pleasant)
2 ☐ moderately cheerful
1 ☐ dingy (drab, unpleasant) ______ (28)

✓b. Level of Cleanliness: **(Check One)**
2 ☐ generally clean
1 ☐ dirty (built up grime) ______ (29)

✓7. Play Materials:

	0	1	2	3	
	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	
a. Visual objects					______ (30)
b. Manipulative auditory objects					______ (31)
c. Soft objects					______ (32)
d. Manipulative objects					______ (33)
e. Push-pull toys					______ (34)
f. Books					______ (35)
g. Mirror					______ (36)
h. Gross motor equipment					______ (37)

______ (38)

8. Accessibility of Play Material:
a. play materials available in crib/playpen
☐ visual
☐ other
☐ none

b. play materials available, outside the crib/playpen, within the child's reach **(Check One)**
☐ none
☐ one
☐ two-five
☐ six or more ______ (39)

✓9. Audio–Visual Equipment:

	NONE	ONE FOR ROOM	UNKNOWN
a. Television	0	1	
b. Record Player or tape disc	0	5	
c. Radio	0	3	

______ (40)

10. Basic Furniture

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	ONE FOR ROOM	UNKNOWN
a. Playpen					
b. Twin stroller or stroller					
c. Rocker					

_____ (41)

C. **SPACE FOR CLOTHING AND BELONGINGS**
(Check One)
☐ Children's clothing stored in separate containers
☐ Children's clothing stored in separate area, but not in separate containers
☐ No set storage area for children's clothing
☐ Unknown

_____ (42)

D. **BATHROOM & DIAPERING FACILITIES**

1. Which of the following are used for diapering?
   a. ☐ Counter
   b. ☐ Bed
   c. ☐ Crib
   d. ☐ Other, describe ______________________________
   ____
   ____
   e. ☐ Unknown
2. Is water near diapering area? ☐ Yes ☐ No ☐ Unknown
3. Is surface clean and comfortable? ☐ Yes ☐ No ☐ Unknown
4. Is diapering equipment available? ☐ Yes ☐ No ☐ Unknown
5. Is diapering equipment convenient to diapering area? ☐ Yes ☐ No ☐ Unknown

_____ (43)

6. Washing and toileting equipment:

	NONE	ONE FOR ROOM	UNKNOWN
a. Plastic tub or container for bathing			
b. Clothes hamper			
c. Covered container for soiled diapers			

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	UNKNOWN
d. Diapers or disposable diapers					
e. Training chairs, potties					

_____ (44)

E. EATING ARRANGEMENT

1. Space is adequate for feeding the infants ☐ Yes ☐ No
2. Kinds of chairs and tables used for eating
   (Check One)
   - ☐ Low chair with tray (feeding tender)
   - ☐ High chairs
   - ☐ Low chairs and tables
   - ☐ Infant seats
   - ☐ Other, explain ______________________

   ______________________ (45)
3. Eating utensils are appropriate to age of child ☐ Yes ☐ No
4. Ventilation – Windows are used for ventilation in eating area. ☐ Yes ☐ No ☐ Unknown
   If no, specify source ______________________

   ______________________ (46)

F. KITCHEN FACILITIES (Family Day Care Only)

1. Kitchen light is adequate for cooking ☐ Yes ☐ No ☐ Unknown ______ (47)
2. Kitchen ventilation:
   Windows are used for ventilating kitchen ☐ Yes ☐ No ☐ Unknown
   If no, specify source ______________________ ☐ Unknown ______ (48)
3. Kitchen equipment includes:

a. Refrigerator	☐ Yes	☐ No	☐ Unknown
b. Sink	☐ Yes	☐ No	☐ Unknown
c. Stove	☐ Yes	☐ No	☐ Unknown
d. Storage for food (staples, dry food)	☐ Yes	☐ No	☐ Unknown
e. Dishwasher or means for sterilization	☐ Yes	☐ No	☐ Unknown
f. Freezer section of refrigerator/freezer	☐ Yes	☐ No	☐ Unknown

4. Condition of Kitchen equipment

a. Equipment is generally clean	☐ Yes	☐ No	☐ Unknown
b. All equipment is in working order	☐ Yes	☐ No	☐ Unknown

______ (49)

5. Garbage disposal consists of:
   (Check One)
   - ☐ Incinerator
   - ☐ Garbage cans
   - ☐ Other, describe ______________________

   ____
   - ☐ Unknown

______ (50)

G. SLEEPING ARRANGEMENTS

(Circle One)

1. How many children sleep in a room 1 2 3 4 5 6 7 8 9 10 Unknown ______ (51)

Over 10, give number ______

2. Space between individual cribs in sleeping room:
(Check One)

a. ☐ two feet or more

b. ☐ less than two feet

c. ☐ unknown ______ (52)

3. Sleeping and resting equipment:

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	UNKNOWN
a. Cribs and/or portable cribs					
b. Crib matresses					
c. Crib sheets					
d. Crib blankets					

______ (53)

DO NOT STOP CONTINUE TO PAGE 6!

H. SAFETY INDOORS

	3	1		2	
	YES	NO	UNKNOWN	NOT APPLICABLE	
✓1. Windows are guarded					____ (54)
✓2. Paint is not peeling or flaking					____ (55)
✓3. Flooring is free from tripping and slipping hazards					____ (56)
✓4. Fire extinguisher is readily available					____ (57)
✓5. There is an uncluttered fire stairway or fire escape					____ (58)
6. The following equipment is protected:					
✓a. Radiators					____ (59)
✓b. Hot water/steam pipes					____ (60)
✓c. Electric outlets, wires					____ (61)
✓7. There are NO floor heaters					____ (62)
✓8. There are NO floor fans					____ (63)
✓9. There is a telephone on the premises					____ (64)
✓10. There are numbers for emergency posted near telephone					____ (65)
✓11. There are NO visible fire Hazards					____ (66)
✓12. First aid supplies, insecticides, cleaning equipment, sharp objects and medicines are out of children's reach.					____ (67)
✓13. Babies are protected when asleep (crib sides are up or other protection)					____ (68)

____ (69)

New York City Infant Day Care Study

DAY CARE ENVIRONMENT INDEX
Computational Procedures
12 Months

CORE

There are twelve items from CORE used in this index. They are items A, D, F, G, I, J, K, L, M, N, O, P. Each raw value on these items has been assigned a specific weight value. (See Attached CORE form for the specific weight values). Several of these items (A, D, G, J, N, O) can be multicoded, receive more than one raw value. When multicoding occurs, the mean of the weights of all raw values coded for that instance will be assigned. Standard scores will then be computed for each item based on the variance of an item and its weight values. CORE'S contribution to the total D.E.I. will then be computed as follows: A standard score will be present for each of the twelve items at each of the seven intervals on a CORE sheet. A sum of all scores across items and intervals will be taken for the CORE sheet. Then a mean of all CORE sheet sums(usually 5) for a subject at a particular cycle will be taken. This CORE will be CORE'S contribution to the total D.E.I. and will simply be added to the contributions of the other forms.

CORE SUPPLEMENT

There are two items from CORE Supplement that will be used in this index. They are items B^1 and B^2. Each raw value on these items has been assigned a specific weight value. (See attached CORE Supplement form for the specific weight values.) Standard scores will then be computed for each item based on the variance of an item and its weight values. CORE Supplement's contribution to the total D.E.I. will then be computed as follows: A standard score will be present for each of the two items on a sheet. A sum of these two items will be taken for the CORE Supplement sheet. Then a mean of all CORE Supplement sheet sums (usually 5) for a subject at a particular cycle will be taken. This CORE Supplement mean will be CORE Supplement's contribution to the total D.E.I. and will be added to the contributions of the other forms.

LEARNING

There are eleven items from Learning used in this index. They are items A, C, D, E, F^{28}, G, H, I, J, K, L. Each raw value on these items has been assigned a specific weight value. (See attached Learning form for the specific weight values.) A special procedure will also be used to weight the number of Learning forms collected. At any given observation cycle there is a maximum potential of two Learning forms being filled out on a subject. If less than two forms are filled out during a cycle, it is because two Learning situations did not occur. Therefore, the absence of a Learning form is considered to be a negative condition (or a worse condition than is possible given the presence of a form.) The computational result of this condition is that if either one or two Learning forms are absent for a subject at a cycle, a Learning form precoded with all items weighted zero will be included for all absent Learning forms. Therefore, two Learning forms will always be present for a subject in each cycle, even though one or two forms may have been originally absent. Item G can be multicoded, receive more than one raw value. When multicoding occurs, the mean of the weights of all raw values coded for that instance will be assigned. Standard score will then be computed for each item based on the variance of an item and its weight values. Learning's contributions to the total D.E.I. will then be computed as follows: A standard score will be present for each of the eleven items on a sheet. A sum of these eleven items will be taken for the Learning sheet. There will always be two sheets for one subject. A mean of both Learning sheets for a subject at a particular cycle will be taken. This Learning mean will be Learning's contribution to the total D.E.I. and will be added to the contributions of the other forms.

LANGUAGE

There are twelve items from Language used in this index. They are items "Teacher's Verbal" 1, 2, 3, 4, 5, 6, 7, 8, 9, "Teacher's Response" 1, 2, 3. Each raw value on these items has been assigned a specific weight value. (See attached Language form for the specific weight values.) A special procedure will also be used to weight the number of Language forms collected. At any given observation cycle there is a maximum potential of two Language forms being filled out on a subject. If less than two forms are filled out during a cycle, it is because two Language situations did not occur. Therefore, the absence of a Language form is considered to be a negative condition (or a worse condition than is possible, given the presence of a form.) The computational result of this condition is that if either one or two Language forms are absent for a subject at a cycle, a Language form precoded with all items weighted zero will be included for all absent Language forms. Therefore, two Language forms will always be present for a subject on each cycle, even though one or two forms may have been originally absent. Items "Teacher's Response" 1, 2, 3, have a "Not Applicable" category which will be coded as missing data. Standard scores will then be computed for each item based on the variance of an item and its weight values. Language's contribution to the total D.E.I. will be computed as follows: A standard score will be present for each of the twelve items on a sheet. A sum of these twelve items will be taken for the Language sheet. There will always be two Language sheets for each subject at a particular cycle and a mean of the two sheets will be taken. This Language mean will be Language's contribution to the total D.E.I. and will be added to the contributions of the other forms.

CONTROL

There are three items from Control used in this index. They are items B, C, D. Each raw value on these items has been assigned a specific weight value. (See attached Control form for the specific weight values.) Item B can be multicoded, receive more than one raw value. When multicoding occurs, the mean of the weights of all raw values coded for that instance will be assigned. Standard scores will then be computed for each item based on the variance of an item and its weight values. Control's contribution to the total D.E.I. will be computed as follows: A standard score will be present for each of the three items on a Control issue. A sum of these three items will be taken for the Control issue. When there are two Control issues for a subject at a particular cycle, a mean of the two issues will be taken. Either the Control sum when there is only one Control issue or the mean when there are two Control issues, will be Control's contribution to the total D.E.I. and will be added to the contributions of the other forms. When there are no Control issues present, Control will be treated as missing data and the grand mean of each Control item will be inserted for one Control issue and it will be treated as one Control issue present.

TEACHER-CHILD SUMMARY

There are eight items from Teacher-Child Summary used in this index. They are items A, B, C, D, E, F, G, H. Each raw value on these items has been assigned a specific weight value. (See attached Summary form for the specific weight values.) Item C has a "Not Applicable" category which will receive a specific weight. Standard scores will then be computed for each item based on the variance of an item and its values. It is possible for either one or two teachers to be rated on items A, B, C, D, E, F. When there are two teachers, teacher number one's standard scores on each of these six items will be weighted by a factor of 2X and teacher number two's standard scores on these items will be weighted by a factor of 1X. When there is only one teacher, her standard scores will be weighted by a factor of 3X. Summary's contribution to the total D.E.I. will then be computed as follows: A standard score will be present for each of the eight items on a sheet, six of these items will have present weighted standard scores for either one or two teachers. A sum of all scores across items and teachers will be taken for the Summary sheet. This Summary sum will be Summary's contribution to the total D.E.I. and will be added to the contributions of the other forms.

SUPPLEMENT TO FOOD RECORD

There are nine items from Food Supplement that will be used in this index. They are items "Teacher" 1, 2, 4, 5, 6, 7, 8, 9, 10. Each raw value on these items has been assigned a specific weight value. (See attached Food Supplement form for the specific weight value.) Standard scores will then be computed for each item based on the variance of an item and its weight values. Food Supplement's contribution to the total D.E.I. will then be computed as follows: A standard score will be present for each of nine items on a sheet. A sum of these items will be taken for the Food Supplement sheet. This Food Supplement sum will be Food Supplement's contribution to the total D.E.I. and will be added to the contribution of the other forms.

PHYSICAL SETTING CHECKLIST

There are thirty-one items from Physical Setting that will be used in this index. They are items B1, 2, 3^b, 4, 6^a, b, 7^a, b, c, d, e, f, g, h, summary, 9, H1, 2, 3, 4, 5, 6^a, b, c, 7, 8, 9, 10, 11, 12, 13. Each raw value on all these items except item B7 summary has been assigned a specific weight value. (See attached Physical Setting form for the specific weight values.) Item B7 summary is simply a count of items $B7^a$ through h. The weights of items $B7^a$ through h will be summed and divided by item B7 summary, this result (B7 computation) will be treated as a new item. Standard scores for items B1, 2, 3^b, 4, 6^a, b, 7 computation, summary, 9, H1, 2, 3, 4, 5, 6^a, b, c, 7, 8, 9, 10, 11, 12, 13, will then be computed based on the variance of an item and its weight values. Physical Setting's contribution to the total D.E.I. will then be computed as follows: A standard score will be present for each of those items listed above. A sum of these twenty-four items will be taken for the Physical Setting sheet. This Physical Setting sum will be Physical Setting's contribution to the total D.E.I. and will be added to the contributions of the other forms.

July 1974

New York City Infant Day Care Study

DAY CARE ENVIRONMENTAL INDEX
12 Month Cycle

Data Base:

1. Core
2. Supplement to Core
3. Supplement to Food Record
4. Physical Setting, Material, and Equipment Checklist
5. Checklist of Teacher-Child Interaction: Learning
6. Checklist of Teacher-Child Interaction: Control
7. Checklist of Teacher-Child Language
8. Summary of Teacher's Behavior

Copies of each of the above forms are attached.
Each checked Item contains the assigned weights typed in next to all possible responses.

DAY CARE ENVIRONMENTAL INDEX - 12 MONTHS

New York City Infant Day Care Study
CORE OBSERVATION

CHILD'S NAME

CHILD'S ID NO. (1-6)

PROGRAM

CORE TIME

OBSERVATION CYCLE (7)

DATE OF OBSERVATION (9-14)

OBSERVER'S INITIALS

AM PM NOON MEAL (8)

	✓			✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	*A	*B	C	*D	E	F	*G	H	I	*J	K	L	M	*N	*O	P	
CODE	CHILD LOCATION	CHILD AFFECT	CHILD ACTIVITY	OBJECTS USED	CHILD VOCAL	SOCIAL INTER-ACTION	WHO	WHICH TEACHER	SITUATION	INDEP. SLF. HLP. SKILLS	DIRECT TEACH. ACT.	NON DIDACTIC ACT.	COMF. AFF.	CONT. TECH.	TEACHER AFFECT	VERBAL TO CHILD	CODE
1	Floor 2	Happy	Social	Commercial Play Mat. 3	Intelligible Speech	Yes 2	Teach-1 to-1 5	T-1	Feed 1	Encour. ••• 4	Lang. Skills Con 4	Reads Tells Stories 2	Dist./Resp. 3	Gives Reasons 4	Pos. 3	Yes 2	1
2	Crib/Pen 1	Unhappy	Fine Motor	Improvised Play Mat 3	Unintel. Speech Babbling	No • 1	Teach Group 4	T-2	Toilet 1	Discour. 1	Abstract Inform. 2	Converses 2	Dist./No or Neg. Resp. 1	Praises Rewards, Prom. 4	Neg. 1	No 1	2
3	High Chair Feeding Table 1	Neutral	Gross Motor	Other Objects 2	Inaudible		Other Adult 4	T-3	Clean 1	T does it 2	Soc. Rules, limits 2	Plays, Partic 2	No Dist. Gives Aff. 4	Asks/ Tells 3	Neutral 2		3
4	Held 2		Visual/ Auditory	None 1	None		Child(s) •• 3	T-4	Dress 1	C does it 3	Teaching Games, Rules 2	Sings, Dances Plays Mus. 2	No Dist./ No Aff. 2	Criticizes, Threat, Screams 1			4
5	Other 1		Vocal				Pets •• 2	T-5	Non-Rout 2	None of Above 2	Expressive skills 3	None of Above 1		Phy. forces Pun, spanks 1			5
6			Pass/non Goal				Observer •• 1	T-6			Self Help 3			No Attempt to Control 2			6
7								T-7			Fine Motor 3						7
8								T-8			Gross Motor 3						8
9								T-9			None 1						9
1																	
2																	
3																	
4																	
5																	
6																	
7																	
(77)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	

(76)____ (78)____ (80) 1

- • If F-2 STOP coding at Column F
- •• If G-3, 4 or 5, STOP coding at Column G
- ••• If J-1 Code K6

* Multi Code

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Y CARE ENVIRONMENTAL INDEX - 12 MONTHS

New York Infant Day Care Study
SUPPLEMENTARY INFORMATION FOR CORE

CHILD'S NAME				CHILD'S ID NO. (1-6)
DATE OF OBSERVATION	OBSERVATION CYCLE (7)	CORE TIME (8)	☐ AM ☐ PM ☐ NOON MEAL (9)	OBSERVER'S INITIALS (10)

A. TEACHER CHILD RATIO

1. Number of children in room ______
2. Number of children who are awake ______
3. Number of teachers or care-taking adults ______

______ (11-12)

B. TEACHER'S RESPONSE TO POTENTIAL DANGER TO CHILDREN

✓ 1. Potential Danger

2 a) ☐ There is no potential danger
1 b) ☐ Child playing with small inedible objects, which he may swallow
1 c) ☐ Child playing with dangerous objects (e.g., hot stove, knife, wall-outlet, broken or sharp edge toy.)
1 d) ☐ Child left unattended in high place (e.g., on table while being diapered, or sofa, in case of Infants.)
1 e) ☐ Other potential danger or hazard
If any, describe ______

______ (13)

00377

✓ 2. Teacher's Response to Potential Danger

2 a) ☐ No danger
2 b) ☐ Intervenes
1 c) ☐ Does not intervene

______ (14)

C. LANGUAGE USED BY TEACHER WITH CHILD

1. ☐ English only
2. ☐ Spanish only
3. ☐ English and Spanish
4. ☐ No language used

______ (15)

D. UNUSUAL CONDITIONS WHICH MAY INVALIDATE OBSERVATIONS

1. ☐ Yes ☐ No
If yes, describe ______

______ (16)

E. UNUSUAL OR PECULIAR BEHAVIOR BY CHILD

1. ☐ Yes ☐ No
If yes, describe ______

______ (17)

F. UNUSUAL OR PECULIAR BEHAVIOR BY TEACHER

1. ☐ Yes ☐ No
If yes, describe ______

______ (18)

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DAY CARE ENVIRONMENTAL INDEX - 12 MONTHS   New York City Infant Day Care Study

SUPPLEMENT TO FOOD RECORD—12 TO 36 MONTHS OBSERVATION

CHILD'S NAME		CHILD'S I.D. NO. (1–6)
DATE OF OBSERVATION	OBSERVATION CYCLE (7)	OBSERVER'S INITIALS (8)

CHECKLIST OF FEEDING SKILLS OBSERVED DURING LUNCH

I. LIQUIDS

(9) 1. ☐ Drinks from bottle unassisted
2. ☐ Drinks from cup or glass unassisted with little spilling
3. ☐ Pours liquids from container into cup or glass with little spilling

II. SOLIDS

(10) 1. ☐ Uses fingers for eating table food
2. ☐ Attempts to use spoon, but requires help
3. ☐ Feeds himself using spoon, with little spilling
4. ☐ Uses fork easily, if food is cut up
5. ☐ Uses table knife for spreading butter, jam, etc.

A. BOTTLE

(11) 1. ☐ Given: teacher holds child
2. ☐ Given: child not held but teacher feeds
3. ☐ Given: child not held/child holds bottle
4. ☐ Given: bottle propped
5. ☐ Not observed

B. PACIFIER

(12) 1. ☐ Used frequently
2. ☐ Used infrequently
3. ☐ Used for sleeping only
4. ☐ Not observed

RATING OF TEACHER AND CHILD DURING LUNCH

1. LUNCH SITUATION ✓

(13) 3 1. ☐ Sit-down lunch
2 2. ☐ No sit-down lunch
1 3. ☐ No lunch

2. WHO FEEDS MEAL ✓

(14) 1 1. ☐ Child feeds self most of meal
2 2. ☐ Child feeds self some of meal
2 3. ☐ Teacher feeds child most of meal

3. GROUP SITUATION

(15) 1. ☐ Yes
2. ☐ No

4. ATMOSPHERE OF LUNCH SITUATION ✓

(16) 5 1. ☐ Pleasant
4 2. ☐
3 3. ☐ Neutral
2 4. ☐
1 5. ☐ Unpleasant

5. CHILD FOCUS ✓

(17) 3 1. ☐ Primarily on eating
2 2. ☐ Mixed
1 3. ☐ Primarily on other activity

6. CHILD'S ENJOYMENT OF LUNCH SITUATION ✓

(18) 5 1. ☐ Enjoys
4 2. ☐
3 3. ☐ Neutral
2 4. ☐
1 5. ☐ Doesn't enjoy

7. TEACHER PRESENT IN MEAL SITUATION ✓

(19) 3 1. ☐ Most of time
2 2. ☐ Part of time
** 1 3. ☐ Minimal

8. TEACHER–CHILD INTERACTION ✓

(20) 5 1. ☐ Teacher interacts with child most of the time
4 2. ☐
3 3. ☐ Teacher interacts intermittently
2 4. ☐
1 5. ☐ Minimal interaction

9. TEACHER'S ENRICHMENT OF LUNCH SITUATION ✓

(21) 3 1. ☐ Enriches
2 2. ☐ Doesn't enrich or interfere
1 3. ☐ Interferes

10. TEACHER'S RESPONSIVENESS TO CHILD'S CUES ✓

(22) 5 1. ☐ Responsive to child's cues
4 2. ☐
3 3. ☐ Mixed
2 4. ☐
1 5. ☐ Unresponsive

* If 1-3, stop rating

** If 7-3, do not rate 8, 9, or 10

4 (80)

AY CARE ENVIRONMENTAL INDEX - 12 MONTHS

New York City Infant Day Care Study

PHYSICAL SETTING, MATERIAL AND EQUIPMENT CHECKLIST

(6 and 12 Months Observation)

12/73

HILD'S NAME	CHILD'S ID# (1-6)	OBSERVATION CYCLE* (7)
ROGRAM	DATE OF ASESSMENT (9-14)	OBSERVER'S INITIALS (15)
GROUP NAME OR NUMBER (16)		
TEACHER-MOTHER'S NAME (17-19)	ADDRESS	

A. NUMBER OF CHILDREN ASSIGNED IN FAMILY DAY CARE HOME

(Circle One)

1. Number of children under 12 months	1	2	3	4	5	6	Unknown	______ (20-21)
2. Number of children 13 months to 5 years	1	2	3	4	5	6	Unknown	
3. Number of children of school age	1	2	3	4	5	6	Unknown	

4. Name and age of other sample children assigned to home

______________________ ______

______________________ ______

______________________ ______

______ (22)

☐ There are no other sample children in home

B. PLAYROOM

✓1. Is playspace adequate for number of children assigned: (Check One)
- 3 a. ☐ There is adequate space for children to play and move about
- 2 b. ☐ Playspace is somewhat restricted
- 1 c. ☐ Playspace is crowded

______ (23)

✓2. Noise:
Is playroom reasonably free from extraneous noise? 2 ☐ Yes 1 ☐ No

If no, explain ______________________

____

______ (24)

3. Ventilation:
a. Are windows used for ventilation? ☐ Yes ☐ No ☐ Other

If other specify source ______________________

Ventilation (Cont'd.)

✓ b. Describe comfort level of room: (Check One)
2 ☐ room is comfortably ventilated
1 ☐ room is too hot and stuffy
1 ☐ room is too cold

______ (25)

✓ 4. Lighting:

Lighting is adequate 2 ☐ Yes 1 ☒ No

______ (26)

5. Water Supply:

There is running water in the room ☐ Yes ☐ No ☐ Unknown

If no, specify nearest source ______________________

______ (27)

✓ 6. Appearance of Playroom:

✓ a. General appearance: (Check One)
3 ☐ cheerful (attractive colors, pictures, pleasant)
2 ☐ moderately cheerful
1 ☐ dingy (drab, unpleasant)

______ (28)

✓ b. Level of Cleanliness: (Check One)
2 ☐ generally clean
1 ☐ dirty (built up grime)

______ (29)

✓ 7. Play Materials:

	0 NONE	1 LESS THAN ONE PER CHILD	2 ONE PER CHILD	3. MORE THAN ONE PER CHILD	
a. Visual objects					______ (30)
b. Manipulative auditory objects					______ (31)
c. Soft objects					______ (32)
d. Manipulative objects					______ (33)
e. Push-pull toys					______ (34)
f. Books					______ (35)
g. Mirror					______ (36)
h. Gross motor equipment					______ (37)

______ (38)

8. Accessibility of Play Material:

a. play materials available in crib/playpen
☐ visual
☐ other
☐ none

b. play materials available, outside the crib/playpen, within the child's reach (Check One)
☐ none
☐ one
☐ two-five
☐ six or more

______ (39)

✓ 9. Audio–Visual Equipment:

	NONE	ONE FOR ROOM	UNKNOWN
1 a. Television	0	1	
5 b. Record Player or tape disc	0	5	
3 c. Radio	0	3	

______ (40)

10. Basic Furniture

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	ONE FOR ROOM	UNKNOWN
a. Playpen					
b. Twin stroller or stroller					
c. Rocker					

______ (41)

C. SPACE FOR CLOTHING AND BELONGINGS
(Check One)

☐ Children's clothing stored in separate containers
☐ Children's clothing stored in separate area, but not in separate containers
☐ No set storage area for children's clothing
☐ Unknown

______ (42)

D. BATHROOM & DIAPERING FACILITIES

1. Which of the following are used for diapering?
   - a. ☐ Counter
   - b. ☐ Bed
   - c. ☐ Crib
   - d. ☐ Other, describe ______________________
   ____
   ____
   - e. ☐ Unknown

2. Is water near diapering area? ☐ Yes ☐ No ☐ Unknown
3. Is surface clean and comfortable? ☐ Yes ☐ No ☐ Unknown
4. Is diapering equipment available? ☐ Yes ☐ No ☐ Unknown
5. Is diapering equipment convenient to diapering area? ☐ Yes ☐ No ☐ Unknown

______ (43)

6. Washing and toileting equipment:

	NONE	ONE FOR ROOM	UNKNOWN
a. Plastic tub or container for bathing			
b. Clothes hamper			
c. Covered container for soiled diapers			

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	UNKNOWN
d. Diapers or disposable diapers					
e. Training chairs, potties					

______ (44)

E. EATING ARRANGEMENT

1. Space is adequate for feeding the infants ☐ Yes ☐ No
2. Kinds of chairs and tables used for eating
   (Check One)
   - ☐ Low chair with tray (feeding tender)
   - ☐ High chairs
   - ☐ Low chairs and tables
   - ☐ Infant seats
   - ☐ Other, **explain** ____________________

   ____________________ (45)
3. Eating utensils are appropriate to age of child ☐ Yes ☐ No
4. Ventilation – Windows are used for ventilation in eating area. ☐ Yes ☐ No ☐ Unknown
   If no, **specify** source ____________________

   ____________________ (46)

F. KITCHEN FACILITIES (Family Day Care Only)

1. Kitchen light is adequate for cooking ☐ Yes ☐ No ☐ Unknown ____ (47)
2. Kitchen ventilation:
   Windows are used for ventilating kitchen ☐ Yes ☐ No ☐ Unknown
   If no, specify source ____________________ ☐ Unknown ____ (48)
3. Kitchen equipment includes:

a. Refrigerator	☐ Yes	☐ No	☐ Unknown
b. Sink	☐ Yes	☐ No	☐ Unknown
c. Stove	☐ Yes	☐ No	☐ Unknown
d. Storage for food (staples, dry food)	☐ Yes	☐ No	☐ Unknown
e. Dishwasher or means for sterilization	☐ Yes	☐ No	☐ Unknown
f. Freezer section of refrigerator/freezer	☐ Yes	☐ No	☐ Unknown

4. Condition of Kitchen equipment

a. Equipment is generally clean	☐ Yes	☐ No	☐ Unknown
b. All equipment is in working order	☐ Yes	☐ No	☐ Unknown

____ (49)

5. Garbage disposal consists of:
   (Check One)
   - ☐ Incinerator
   - ☐ Garbage cans
   - ☐ Other, **describe** ____________________

   ____

   - ☐ Unknown

____ (50)

G. SLEEPING ARRANGEMENTS

(Circle One)

1. How many children sleep in a room 1 2 3 4 5 6 7 8 9 10 Unknown

Over 10, give number ________ ________ (51)

2. Space between individual cribs in sleeping room:
(Check One)

a. ☐ two feet or more

b. ☐ less than two feet

c. ☐ unknown ________ (52)

3. Sleeping and resting equipment:

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	UNKNOWN
a. Cribs and/or portable cribs					
b. Crib matresses					
c. Crib sheets					
d. Crib blankets					

________ (53)

DO NOT STOP CONTINUE TO PAGE 6!

H. SAFETY INDOORS

	3 YES	1 NO	UNKNOWN	2 NOT APPLICABLE	
✓1. Windows are guarded					____ (54)
✓2. Paint is not peeling or flaking					____ (55)
✓3. Flooring is free from tripping and slipping hazards					____ (56)
✓4. Fire extinguisher is readily available					____ (57)
✓5. There is an uncluttered fire stairway or fire escape					____ (58)
6. The following equipment is protected: ✓a. Radiators					____ (59)
✓b. Hot water/steam pipes					____ (60)
✓c. Electric outlets, wires					____ (61)
✓7. There are NO floor heaters					____ (62)
✓8. There are NO floor fans					____ (63)
✓9. There is a telephone on the premises					____ (64)
✓10. There are numbers for emergency posted near telephone					____ (65)
✓11. There are NO visible fire Hazards					____ (66)
✓12. First aid supplies, insecticides, cleaning equipment, sharp objects and medicines are out of children's reach.					____ (67)
✓13. Babies are protected when asleep (crib sides are up or other protection)					____ (68)

____ (69)

New York City Infant Day Care Study

DAY CARE ENVIRONMENTAL INDEX - 12 MONTHS CHECKLIST OF TEACHER–CHILD INTERACTION: LEARNING 7/73

CHILD'S NAME	CHILD'S I.D. NO. (3–6)

DATE OF OBSERVATION (7–12)	OBSERVATION CYCLE (13)	TIME ☐ AM ☐ PM (14)	OBSERVER'S INITIALS (15)

✓ A. WHO
(10) 3 1. ☐ 1 – 1
1 2. ☐ T/more than one
2 3. ☐ Mixed

B. WHICH TEACHER(S)
(17) 1. ☐ T. 1
2. ☐ T. 2
3. ☐ T. 3

✓ C. LENGTH OF INTERACTION
(18) 1 1. ☐ Less than 30 seconds
2 2. ☐ Between 30 sec. & 3 min.
3 3. ☐ More than 3 min.

✓ D. WHO CHOOSES ACTIVITY
(19) 2 1. ☐ Child
1 2. ☐ Teacher
1 3. ☐ Peer
1 4. ☐ Unknown

✓ E. ACTIVITIES
(20) 2 1. ☐ Self-help
3 2. ☐ Exploration
2 3. ☐ Gross motor
2 4. ☐ Creative/construction
2 5. ☐ Expressive
2 6. ☐ Social–affective play
2 7. ☐ Role/dramatic play
3 8. ☐ Language teaching
1 9. ☐ Concept/class/abstract
1 10. ☐ School oriented
1 11. ☐ Social rules

✓ F. TEACHING TECHNIQUES*
(21) 1. ☐ Orients *SCORE = TOTAL # TEACHER*
2. ☐ Demonstrates *USED.*
3. ☐ Informs *ON LINE 28*
4. ☐ Suggests strategy
5. ☐ Assists/participates
6. ☐ Varies/extends activity
7. ☐ Seeks evidence of child's understanding
8. ☐ Extended observation
9. ☐ Instructs/directs

✓ G. TEACHER'S MOTIVATIONAL TECHNIQUES*
(22) 4 1. ☐ Encourages/reassures
4 2. ☐ Praises
4 3. ☐ Material reward
4 4. ☐ Gives informational feedback
3 5. ☐ Focuses attention
1 6. ☐ Criticizes/shames
1 7. ☐ Forces/coerces
2 0. ☐ No motivational technique used

✓ H. CHILD'S INTEREST/INVOLVEMENT
(23) 5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low

✓ I. CHILD'S AFFECT
(24) 5 1. ☐ Happy
4 2. ☐
3 3. ☐ Neutral/comfortable
2 4. ☐
1 5. ☐ Unhappy

✓ J. TEACHER'S INTEREST/INVOLVEMENT
(25) 5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low

✓ K. TEACHER'S AFFECTIVE RESPONSE TO CHILD
(26) 5 1. ☐ Warm/affectionate
4 2. ☐
3 3. ☐ Neutral
2 4. ☐
1 5. ☐ Hostile/cold

✓ L. TEACHER'S RESPONSIVENESS TO CHILD'S CUE
(27) 5 1. ☐ Responsive
4 2. ☐
3 3. ☐ Mixed
2 4. ☐
1 5. ☐ Unresponsive

_____ (28)

_____ (29)

_____ (30)

* Multiple Code

0 (80)

DAY CARE ENVIRONMENTAL INDEX – 12 MONTHS

New York City Infant Day Care Study

CHECKLIST OF TEACHER–CHILD INTERACTION CONTROL

CHILD'S NAME		CHILD'S ID NO. (1–6)
DATE OF OBSERVATION (7–12)	OBSERVATION CYCLE (13)	OBSERVER'S INITIALS (14)

1ST CONTROL ISSUE

(15) TIME ☐ AM ☐ PM

A. CONTROL ISSUE

(16) 1. ☐ Teacher refuses child's request or demand
2. ☐ Teacher limits child's choice play materials, play area, activity or behavior
3. ☐ Verbal conflict with peer
4. ☐ Exhibition of wild, noisy or disruptive behavior
5. ☐ Verbal or physical aggression to adult
6. ☐ Destruction of play material or other equipment
7. ☐ Physical conflict with peer
8. ☐ Potential danger situation to either self or peer

________(17) ________(18)

B. TEACHER'S CONTROL TECHNIQUES ✓

(19) 6 1. ☐ Gives Reasons
6 2. ☐ Praises
5 3. ☐ Promises, rewards
5 4. ☐ Diverts, distracts
4 5. ☐ Asks, tells
5 6. ☐ Physically restrains, removes
2 7. ☐ Threatens, screams
2 8. ☐ Punishes – isolates, deprives
1 9. ☐ Denigrates, shames
1 O. ☐ Punishes – hits, spanks shakes
0 X. ☐ No response

C. OUTCOME PATTERN ✓

(20) 3 1. ☐ Immediate compliance
3 2. ☐ Compliance after teacher persists
2 3. ☐ Unknown–Obs. period ends while teacher is persisting
2 4. ☐ Teacher intervenes after misbehavior has ended
1 5. ☐ Teacher forces compliance through physical force or punishment
2 6. ☐ Non-compliance – teacher gives up

D. AFFECTIVE QUALITY OF INTERCHANGE ✓

(21) 5 1. ☐ Warm, friendly
4 2. ☐
3 3. ☐ Neutral
2 4. ☐
1 5. ☐ Stormy, bitter conflict

2ND CONTROL ISSUE

(22) TIME ☐ AM ☐ PM

A. CONTROL ISSUE

(23) 1. ☐ Teacher refuses child's request or demand
2. ☐ Teacher limits child's choice play materials, play area, activity or behavior
3. ☐ Verbal conflict with peer
4. ☐ Exhibition of wild, noisy or disruptive behavior
5. ☐ Verbal or physical aggression to adult
6. ☐ Destruction of play material or other equipment
7. ☐ Physical conflict with peer
8. ☐ Potential danger situation to either self or peer

________(24) ________(25)

B. TEACHER'S CONTROL TECHNIQUES

(26) 1. ☐ Gives Reasons
2. ☐ Praises
3. ☐ Promises, rewards
4. ☐ Diverts, distracts
5. ☐ Asks, tells
6. ☐ Physically restrains, removes
7. ☐ Threatens, screams
8. ☐ Punishes – isolates, deprives
9. ☐ Denigrates, shames
O. ☐ Punishes – hits, spanks, shakes
X. ☐ No response

C. OUTCOME PATTERN

(27) 1. ☐ Immediate Compliance
2. ☐ Compliance after teacher persists
3. ☐ Unknown–Obs. period ends while teacher is persisting
4. ☐ Teacher intervenes after misbehavior has ended
5. ☐ Teacher forces compliance through physical force or punishment
6. ☐ Non–compliance – teacher gives up

D. AFFECTIVE QUALITY OF INTERCHANGE

(28) 1. ☐ Warm, friendly
2. ☐
3. ☐ Neutral
4. ☐
5. ☐ Stormy, bitter conflict

DAY CARE ENVIRONMENTAL INDEX - 12 MONTHS

New York City Infant Day Care Study

CHECKLIST OF TEACHER-CHILD LANGUAGE

V-4

CHILD'S NAME

CHILD'S I.D. NO. (32-37)

DATE OF OBSERVATION

OBSERVATION CYCLE

TIME ☐AM ☐PM

OBSERVER'S INITIALS

TEACHER (Check only behavior directed to sample child)

TEACHER'S VERBAL BEHAVIOR		Yes (1)	No (2)
1. Speaks to C at least once during Obs period.	(38)	1	0
2. Generally speaks to C in clear, understandable language.	(39)	1	0
3. Teaches new words, verbal concepts.	(40)	1	0
4. Converses with C about ongoing activity.	(41)	1	0
5. Converses with C about topic not directly connected with on-going activity.	(42)	1	0
6. Engages in playful verbal interchange with C.	(43)	1	0
7. Encourages/prompts C to speak.	(44)	1	0
8. Asks C questions and encourages verbal response.	(45)	1	0
9. Gives reasons, explains	(46)	1	0

TEACHER'S RESPONSE TO CHILD'S BEHAVIOR		Yes (1)	No (2)	N.A. (3)
1. Responds verbally when C vocalizes to her.	(47)	2	0	MD
2. Complies non-verbally with vocal request by child.	(48)	2	0	MD
3. Answers C's questions with more than yes or no.	(49)	2	0	MD

______ (50)

CHILD (Check all vocal behavior directed to others or self)

CHILD'S VOCAL BEHAVIOR		Yes (1)	No (2)
1. Vocalizes at least once during obs. period.	(51)		
2. Speech is generally clear enough for O to understand most of it.	(52)		
3. Produces single words.	(53)		
4. Produces 2 or 3 word phrases.	(54)		
5. Produces simple complete sentences, with subject and predicate.	(55)		
6. Names objects or asks for names of objects.	(56)		
7. Converses about on-going activity.	(57)		
8. Converses about topic not directly related to on-going activity.	(58)		
9. Asks questions.	(59)		
10. Engages in playful vocal interchange.	(60)		
11. Talks to self.	(61)		

CHILD'S RESPONSE TO OTHER'S VERBAL BEHAVIOR		Yes (1)	No (2)	N.A. (3)
1. Responds vocally when spoken to.	(62)			
2. Complies non-verbally with verbal request by others.	(63)			
3. Answers questions, with more than yes or no.	(64)			

______ (65)

AY CARE ENVIRONMENTAL INDEX - 12 MON [redacted]

NEW YORK CITY INFANT DAY CARE STUDY

3-74

CHILD'S NAME	CHILD I.D. NO. (1-6)	DATE OF OBSERVATION (7-12)	OBSERVATION CYCLE (13)	OBSERVER'S INITIALS (14)

SUMMARY OF TEACHER'S BEHAVIOR

TEACHER 1 2 3

✓ **A. Enjoyment of Child**
5 1. Enjoys
4 2.
3 3. Neutral
2 4.
1 5. Doesn't enjoy
(15) (21) (27)

✓ **B. Responsiveness to Child's Cues**
5 1. Responsive
4 2.
3 3. Mixed
2 4.
1 5. Unresponsive
(16) (22) (28)

✓ **C. Responsiveness to Child's Social Overtures**
6 1. Usually responsive
5 2.
4 3. Sometimes responsive
3 4.
2 5. Usually unresponsive
1 9. Not applicable
(17) (23) (29)

✓ **D. Encouragement of Child's Explorations**
5 1. Encouraging
4 2.
3 3. Neutral/Mixed
2 4.
1 5. Restrictive/Controlling
(18) (24) (30)

✓ **E. Encouragement of Child's Verbalizations**
5 1. Encouraging
4 2.
3 3. Neutral/Mixed
2 4.
1 5. Discouraging
(19) (25) (31)

✓ **F. Authority Role**
1 + 2 ☐ 1 Authoritarian
2 + 1 ☐ 2
3 0 ☐ 3 Democratic
2 − 1 ☐ 4
1 − 2 ☐ 5 Permissive/Laissez-faire

✓ **G. Organization of Routines**
(34) 1 + 2. ☐ 1 Overorganized Rigid
2 + 1. ☐ 2
3 0. ☐ 3 Organized Flexible
2 − 1. ☐ 4
1 − 2. ☐ 5 Disorganized

✓ **H. Level of Stimulation**
(35) 2 + 2. ☐ 1 Overstimulating
4 + 1. ☐ 2
5 0. ☐ 3 Stimulating
3 − 1. ☐ 4
1 − 2. ☐ 5 Unstimulating

I. Unusual Conditions
(36) 1. ☐ No
2. ☐ Yes If Yes, Describe:

K. Unusual Behavior by Teacher
(37) 1. ☐ No
2. ☐ Yes If Yes, Describe:

SUMMARY OF CHILD'S BEHAVIOR

A. Social Responsiveness to Teacher

(38) Frequency
1. ☐ High
2. ☐
3. ☐ Moderate
4. ☐
5. ☐ Low

(39) Quality
1. ☐ Positive
2. ☐
3. ☐ Mixed
4. ☐
5. ☐ Negative
6. ☐ Neutral

B. Social Responsiveness to Peers

(40) Frequency
1. ☐ High
2. ☐
3. ☐ Moderate
4. ☐
5. ☐ Low
9. ☐ Not Applicable

(41) Quality
1. ☐ Positive
2. ☐
3. ☐ Mixed
4. ☐
5. ☐ Negative
6. ☐ Neutral
9. ☐ Not Applicable

C. Curiosity
(42) 1. ☐ High
2. ☐
3. ☐ Moderate
4. ☐
5. ☐ Low

D. Task Orientation
(43) 1. ☐ High
2. ☐
3. ☐ Moderate
4. ☐
5. ☐ Low

E. Independence
(44) 1. ☐ High
2. ☐
3. ☐ Moderate
4. ☐
5. ☐ Low

F. Emotional Tone
(45) 1. ☐ Happy
2. ☐ Content
3. ☐ Bland
4. ☐ Mod. Unhappy
5. ☐ Unhappy

G. Unusual or Deviant Behavior by Child
(46) 1. ☐ No
2. ☐ Yes If Yes, Describe:

New York City Infant Day Care Study

DAY CARE ENVIRONMENT INDEX
Computational Procedures
18 To 36 Months

All procedures and forms that are used in the computation of this index for the 12 months cycle are maintained at 18 to 36 months. The only change is in the Physical Setting, Material and Equipment Checklist. This form has separate versions for 12 and for 18 to 36 months. The procedures for this form at 18 to 36 months are detailed below.

PHYSICAL SETTING CHECKLIST

There are forty-seven items from the Physical Checklist that will be used in this index. They are items B1^a, b, 2, 3^b, 4, 6^a, b, 7 amount a through j, variety a through i, count, 9, 10^a, b, c, D1, H1, 2, 3, 4, 5, 6^a, b, c, 7, 8, 9, 10, 11, 12, 13. Each raw value on all these items except items B1^b and B7 count, has been assigned a specific weight value. (See attached Physical Setting form for the specific weight values.) Item B1^b, has also had each raw value assigned a specific weight value, but its final value is a sum of all weights checked. Item B7 count is a count of items B7 amount ^{a} through j, that have a value greater than zero present. The weights of items B7 amount a through j will be summed and divided by item B7 count, this result (B7 amount mean) will be treated as a new item. The weights of items B7 variety a through i will be summed and divided by a count of those items with a value greater than zero present, this result (B7 variety mean) will be treated as a new item. The weight of items B10^a, b, c, will be summed and divided by a count of those items with a value greater than zero present, (B10 count), this result (B10 mean) and B10 count, will be treated as new items. Standard scores for items B1^a, b, 2, 3^b, 4, 6^a,^{b},7 count amount mean, variety mean, 9, 10 count, mean, D1, H1, 2, 3, 4, 5, 6^a, b, c, 7, 8, 9, 10, 11, 12, 13, will then be computed based on the variance of an item and its weight values. The Physical Setting's contribution to the total D.E.I. will then be computed as follows: A standard score will be present for each of those items listed above. A sum of these twenty-nine items will be taken for the Physical Setting sheet. This Physical Setting sum will be Physical Setting's contribution to the total D.E.I. and will be added to the contributions of the other forms.

New York City Infant Day Care Study

DAY CARE ENVIRONMENTAL INDEX
18 To 30 Month Cycles

Data Base:

1. Core
2. Supplement to Core
3. Supplement to Food Record
4. Physical Setting, Material and Equipment Checklist
5. Checklist of Teacher-Child Interaction: Learning
6. Checklist of Teacher-Child Interaction: Control
7. Checklist of Teacher-Child Language
8. Summary of Teacher's Behavior

Copies of each of the above forms are attached.
Each checked Item contains the assigned weights typed in next to all possible responses.

DAY CARE ENVIRONMENTAL INDEX - 18-30 MONTHS

New York City Infant Day Care Study

CORE OBSERVATION

CHILD'S NAME

CHILD'S ID NO. (1-6)

PROGRAM

CORE TIME

OBSERVATION CYCLE (7)

DATE OF OBSERVATION (9-14)

OBSERVER'S INITIALS

AM PM NOON MEAL (8)

	✓			✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	*A	*B	C	*D	E	F	*G	H	I	*J	K	L	M	*N	*O	P	
CODE	CHILD LOCATION	CHILD AFFECT	CHILD ACTIVITY	OBJECTS USED	CHILD VOCAL	SOCIAL INTER-ACTION	WHO	WHICH TEACHER	SITUATION	INDEP. SLF. HLP. SKILLS	DIRECT TEACH. ACT.	NON DIDACTIC ACT.	COMF. AFF.	CONT. TECH.	TEACHER AFFECT	VERBAL TO CHILD	CODE
1	Floor 3	Happy	Social	Commercial Play Mat. 3	Intelligible Speech	Yes 2	Teacher(s) (s) 4	T-1	Feed 1	Encour. ††† 4	Lang. Skills Con 4	Reads/ Tells Stories 3	Dist/ Resp 3	Gives Reasons 5	Pos. 3	Yes 2	1
2	Crib/Pen 1	Unhappy	Fine Motor	Improvised Play Mat. 3	Cannot. Speech Babbling	No † 1	Teach Group 3	T-2	Toilet 1	Discour. 1	Abstract Inform. 4	Converses 3	Dist./No or Neg. Resp. 1	Praises Rewards, Prom. 4	Neg. 1	No 1	2
3	High Chair Feeding Table 1	Neutral	Gross Motor	Other Objects 2	Inaudible		Other Adult 3	T-3	Clean 1	T does it 2	Soc. Rules, limits 3	Plays, Partic 2	No Dist Gives Aff. 4	Asks/ Tells 3	Neutral 2		3
4	Held 2		Visual Auditory	None 1	None		Child(s) †† 3	T-4	Dress 1	C does it 3	Teaching Games, Rules 3	Sings, Dances Plays Mus. 2	No Dist./ No Aff. 2	Criticizes, Threat, Screams 1			4
5	Other 1		Vocal				Pets †† 2	T-5	Non-Rout 2	None of Above 2	Expressive skills 3	None of Above 1		Phy. force, Pun, spanks 1			5
6			Pass/non Goal				Observer †† 1	T-6			Self Help 2			No Attempt to Control 2			6
7								T-7			Fine Motor 2						7
8								T-8			Gross Motor 2						8
9								T-9			None 1						9
1																	
2																	
3																	
4																	
5																	
6																	
7																	
(77)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	

00391

(76)____ (78)____ (80) 1

† If F-2 STOP coding at Column F

†† If G-3, 4 or 5, STOP coding at Column G

††† If J-1 Code K6

* Multi Code

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DAY CARE ENVIRONMENTAL INDEX - 18-24 MONTHS

New York Infant Day Care Study

SUPPLEMENTARY INFORMATION FOR CORE

CHILD'S NAME				CHILD'S ID NO. (1-6)
DATE OF OBSERVATION	OBSERVATION CYCLE (7)	CORE TIME (8)	☐ AM ☐ PM ☐ NOON MEAL (9)	OBSERVER'S INITIALS (10)

A. TEACHER CHILD RATIO

1. Number of children in room ______
2. Number of children who are awake ______
3. Number of teachers or care-taking adults ______

______(11-12)

B. TEACHER'S RESPONSE TO POTENTIAL DANGER TO CHILDREN

✓ 1. Potential Danger

2 a) ☐ There is no potential danger

b) ☐ Child playing with small inedible objects, which he may swallow

1 c) ☐ Child playing with dangerous objects (e.g., hot stove, knife, wall-outlet, broken or sharp edge toy.)

1 d) ☐ Child left unattended in high place (e.g., on table while being diapered, or sofa, in case of infants.)

1 e) ☐ Other potential danger or hazard

If any, describe ______

______(13)

00392

✓ 2. Teacher's Response to Potential Danger

2 a) ☐ No danger

2 b) ☐ Intervenes

1 c) ☐ Does not intervene

______(14)

C. LANGUAGE USED BY TEACHER WITH CHILD

1. ☐ English only
2. ☐ Spanish only
3. ☐ English and Spanish
4. ☐ No language used

______(15)

D. UNUSUAL CONDITIONS WHICH MAY INVALIDATE OBSERVATIONS

1. ☐ Yes ☐ No

If yes, describe ______

______(16)

E. UNUSUAL OR PECULIAR BEHAVIOR BY CHILD

1. ☐ Yes ☐ No

If yes, describe ______

______(17)

F. UNUSUAL OR PECULIAR BEHAVIOR BY TEACHER

1. ☐ Yes ☐ No

If yes, describe ______

______(18)

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DAY CARE ENVIRONMENTAL INDEX - 30 MONTH ONLY   New York Infant Day Care Study

SUPPLEMENTARY INFORMATION FOR CORE

CHILD'S NAME				CHILD'S ID NO. (1-6)
DATE OF OBSERVATION	OBSERVATION CYCLE 4 (7)	CORE TIME (8)	☐ AM ☐ PM ☐ NOON MEAL (9)	OBSERVER'S INITIALS (10)

A. TEACHER CHILD RATIO

1. Number of children in room ______
2. Number of children who are awake ______
3. Number of teachers or care-taking adults ______

______ (11-12)

B. TEACHER'S RESPONSE TO POTENTIAL DANGER TO CHILDREN

✓ 1. Potential Danger
2 a) ☐ There is no potential danger
1 b) ☐ Child playing with small inedible objects, which he may swallow
1 c) ☐ Child playing with dangerous objects (e.g., hot stove, knife, wall-outlet, broken or sharp edge toy.)
1 d) ☐ Child left unattended in high place (e.g., on table while being diapered, or sofa, in case of infants.)
1 e) ☐ Other potential danger or hazard
If any, describe ______

______ (13)

✓ 2. Teacher's Response to Potential Danger
2 a) ☐ No danger
2 b) ☐ Intervenes
1 c) ☐ Does not intervene

______ (14)

C. LANGUAGE USED BY TEACHER WITH CHILD

1. ☐ English only
2. ☐ Spanish only
3. ☐ English and Spanish
4. ☐ No language used

______ (15)

D. UNUSUAL CONDITIONS WHICH MAY INVALIDATE OBSERVATIONS

1. ☐ Yes ☐ No
If yes, describe ______

______ (16)

E. UNUSUAL OR PECULIAR BEHAVIOR BY CHILD

1. ☐ Yes ☐ No
If yes, describe ______

______ (17)

F. UNUSUAL OR PECULIAR BEHAVIOR BY TEACHER

1. ☐ Yes ☐ No
If yes, describe ______

______ (18)

G. LANGUAGE USED BY CHILD

1. ☐ English only
2. ☐ Spanish only
3. ☐ English and Spanish
4. ☐ Other
5. ☐ No language used

______ (19)

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DAY CARE ENVIRONMENTAL INDEX - 18-30 MONTHS   New York City Infant Day Care Study

(7-73)

SUPPLEMENT TO FOOD RECORD—12 TO 36 MONTHS OBSERVATION

CHILD'S NAME

CHILD'S I.D. NO. (1–6)

DATE OF OBSERVATION

OBSERVATION CYCLE (7)

OBSERVER'S INITIALS (8)

CHECKLIST OF FEEDING SKILLS OBSERVED DURING LUNCH

I. LIQUIDS

(9) 1. ☐ Drinks from bottle unassisted
2. ☐ Drinks from cup or glass unassisted with little spilling
3. ☐ Pours liquids from container into cup or glass with little spilling

II. SOLIDS

(10) 1. ☐ Uses fingers for eating table food
2. ☐ Attempts to use spoon, but requires help
3. ☐ Feeds himself using spoon, with little spilling
4. ☐ Uses fork easily, if food is cut up
5. ☐ Uses table knife for spreading butter, jam, etc.

A. BOTTLE

(11) 1. ☐ Given: teacher holds child
2. ☐ Given: child not held but teacher feeds
3. ☐ Given: child not held/child holds bottle
4. ☐ Given: bottle propped
5. ☐ Not observed

B. PACIFIER

(12) 1. ☐ Used frequently
2. ☐ Used infrequently
3. ☐ Used for sleeping only
4. ☐ Not observed

RATING OF TEACHER AND CHILD DURING LUNCH

1. LUNCH SITUATION ✓

(13) 3 1. ☐ Sit-down lunch
2 2. ☐ No sit-down lunch
1* 3. ☐ No lunch

2. WHO FEEDS MEAL ✓

(14) 3 1. ☐ Child feeds self most of meal
2 2. ☐ Child feeds self some of meal
1 3. ☐ Teacher feeds child most of meal

3. GROUP SITUATION

(15) 1. ☐ Yes
2. ☐ No

4. ATMOSPHERE OF LUNCH SITUATION ✓

(16) 5 1. ☐ Pleasant
4 2. ☐
3 3. ☐ Neutral
2 4. ☐
1 5. ☐ Unpleasant

5. CHILD FOCUS ✓

(17) 3 1. ☐ Primarily on eating
2 2. ☐ Mixed
1 3. ☐ Primarily on other activity

6. CHILD'S ENJOYMENT OF LUNCH SITUATION ✓

(18) 5 1. ☐ Enjoys
4 2. ☐
3 3. ☐ Neutral
2 4. ☐
1 5. ☐ Doesn't enjoy

7. TEACHER PRESENT IN MEAL SITUATION ✓

(19) 3 1. ☐ Most of time
2 2. ☐ Part of time
*1 3. ☐ Minimal

8. TEACHER–CHILD INTERACTION ✓

(20) 5 1. ☐ Teacher interacts with child most of the time
4 2. ☐
3 3. ☐ Teacher interacts intermittently
2 4. ☐
1 5. ☐ Minimal interaction

9. TEACHER'S ENRICHMENT OF LUNCH SITUATION ✓

(21) 3 1. ☐ Enriches
2 2. ☐ Doesn't enrich or interfere
1 3. ☐ Interferes

10. TEACHER'S RESPONSIVENESS TO CHILD'S CUES ✓

(22) 5 1. ☐ Responsive to child's cues
4 2. ☐
3 3. ☐ Mixed
2 4. ☐
1 5. ☐ Unresponsive

* If 1-3, stop rating

** If 7-3, do not rate 8, 9, or 10

4 (80)

New York City Infant Day Care Study

DAY CARE ENVIRONMENTAL INDEX - 18-30 MONTHS

PHYSICAL SETTING, MATERIAL AND EQUIPMENT CHECKLIST
(18 to 36 Month Observation)

12/73

CHILD'S NAME	CHILD'S ID#	OBSERVATION CYCLE
PROGRAM	DATE OF ASSESSMENT	OBSERVER'S INITIALS
GROUP NAME OR NUMBER		
TEACHER-MOTHER'S NAME	ADDRESS	

A. NUMBER OF CHILDREN ASSIGNED IN FAMILY DAY CARE HOME

	(Circle One)							
1. Number of children under 12 months	1	2	3	4	5	6	Unknown	______
2. Number of children 13 months to 5 years	1	2	3	4	5	6	Unknown	
3. Number of children of school age	1	2	3	4	5	6	Unknown	

4. Name and age of other sample children assigned to home

________________________________ ________

________________________________ ________

________________________________ ________

☐ There are no other sample children in home ______

B. PLAYROOM

1. Playspace
   - (a) Adequacy of playspace (Check one)
     - 3 ☐ There is adequate space for children to play and move about
     - 2 ☐ Playspace is somewhat restricted
     - 1 ☐ Playspace is crowded ______
   - (b) Organization of playspace
     - 1 ☐ Quiet activity area
     - 1 ☐ Block building area
     - 1 ☐ Gross motor play area
     - 1 ☐ Housekeeping area
     - 0 ☐ Playspace is not organized ______
2. Noise:

   Is playroom reasonable free from extraneous noice? 2 ☐ Yes 1 ☐ No

   If no, explain ______________________________

3. Ventilation:
   a. Are windows used for ventilation? ☐ Yes ☐ No ☐ Unknown

✓ If no specify source ______________________
   b. Describe comfort level of room: (Check One)
   2 ☐ room is comfortably ventilated
   1 ☐ room is too hot and stuffy
   1 ☐ room is too cold

✓ 4. Lighting:
   Lighting is adequate 2 ☐ Yes 1 ☐ No

5. Water Supply:
   There is running water in the room ☐ Yes ☐ No ☐ Unknown

   If no, specify nearest source ______________________

✓ 6. Appearance of Playroom and Arrangement
   ✓ a. General appearance: (Check One)
   3 ☐ cheerful (attractive colors, pictures, pleasant)
   2 ☐ moderately cheerful
   1 ☐ dingy (drab, unpleasant)
   ✓ b. Level of cleanliness: (Check One)
   2 ☐ generally clean
   1 ☐ dirty (built up grime)

✓ 7. Play Materials:

	AMT. FOR NO. OF CHILDREN			VARIETY WITHIN CATEGORIES		
	NONE	INADEQUATE	ADEQUATE	MINIMAL	MODERATE	HIGH
	0	1	2	1	2	3
a. Creative play materials						
b. Musical materials						
c. Push-pull toys						
d. Gross motor equipment						
e. Language materials						
f. Dramatic/role play material						
g. Puzzles						
h. Put togeth/sort. discrim. toys						
i. Other manipulative material						
j. Large blocks/unit blocks						

8. Accessibility of Play Materials:
   a. Are toys within the child's reach? (Check One)
   ☐ None
   ☐ Few
   ☐ Some
   ☐ Most

✓ 9. Audio-Visual Equipment:

	NONE	ONE FOR ROOM	UNKNOWN
a. Television	0	1	
b. Record player or tape disc	0	5	
c. Radio	0		

10. Basic Furniture:

✓	AMT. FOR NO. OF CHILDREN/MATERIALS		
	NONE	INADEQUATE	ADEQUATE
	0	1	2
a. Low chairs			
b. Low tables			
c. Low shelving/toy chest			

C. SPACE FOR CLOTHING AND BELONGINGS (Check One)

1. ☐ Children's clothing stored in separate containers
2. ☐ Children's clothing stored in separate area, but not in separate containers
3. ☐ No set storage area for children's clothing
4. ☐ Unknown

D. BATHROOM AND DIAPERING FACILITIES

✓1. Are training chairs/potties or low toilets available? 2 ☐ Yes 1 ☐ No ☐ Unknown

2. Level of cleanliness of bathroom: (Check One)
   - ☐ Generally clean
   - ☐ Dirty (Built up grime)

*3. Which of the following is used for diapering? (Check One)
   - a. ☐ Counter
   - b. ☐ Bed
   - c. ☐ Crib
   - d. ☐ Other, describe ______

*4. Is water near diapering area? ☐ Yes ☐ No ☐ Unknown

*5. Is surface clean and comfortable? ☐ Yes ☐ No ☐ Unknown

*6. Is diapering equipment/material available? ☐ Yes ☐ No ☐ Unknown

*7. Is diapering equipment convenient to diapering area? ☐ Yes ☐ No ☐ Unknown

*8. Is there a covered container for soiled diapers? ☐ Yes ☐ No ☐ Unknown ☐ N.A.

E. EATING ARRANGEMENT

1. Space is adequate for feeding the children ☐ Yes ☐ No

2. Kinds of chairs and tables used for eating (Check One)
   - a. ☐ Low chair with tray (feeding tender)
   - b. ☐ High chairs
   - c. ☐ Low chairs and tables
   - d. ☐ Adult size chairs and tables
   - e. ☐ Other, explain ______

3. Eating utensils and plates are appropriate to age of child ☐ Yes ☐ No

4. Ventilation — Windows are used for ventilation in eating area. ☐ Yes ☐ No ☐ Unknown

If no, specify source ______

F. KITCHEN FACILITIES (FAMILY DAY CARE ONLY)

1. Kitchen light is adequate for cooking ☐ Yes ☐ No ☐ Unknown
2. Kitchen ventilation:
   Windows are used for ventilating kitchen ☐ Yes ☐ No ☐ Unknown
   If no, specify source ______________________
3. Kitchen equipment includes:
   - a. Refrigerator ☐ Yes ☐ No ☐ Unknown
   - b. Sink ☐ Yes ☐ No ☐ Unknown
   - c. Stove ☐ Yes ☐ No ☐ Unknown
   - d. Storage for food (staples, dry food) ☐ Yes ☐ No ☐ Unknown
   - e. Dishwasher or means for sterilization ☐ Yes ☐ No ☐ Unknown
   - f. Freezer section of refrigerator/freezer ☐ Yes ☐ No ☐ Unknown
4. Condition of kitchen equipment:
   - a. Equipment is clean ☐ Yes ☐ No ☐ Unknown
   - b. All equipment is in working order ☐ Yes ☐ No ☐ Unknown
5. Garbage disposal consists of: **(Check One)**
   - a. ☐ Incinerator
   - b. ☐ Garbage cans
   - c. ☐ Other, describe ______________________
     ____
   - e. ☐ Unknown

G. SLEEPING ARRANGEMENTS

(Circle One)

1. How many children sleep in a room 1 2 3 4 5 6 7 8 9 10 **Unknown**

   Over 10 give number ________
2. Space between individual cribs/cots/beds: **(Check One)**
   - a. ☐ Two feet or more
   - b. ☐ Less than two feet
   - c. ☐ Unknown
3. Sleeping and resting equipment:

	NONE	LESS THAN ONE PER CHILD	ONE PER CHILD	MORE THAN ONE PER CHILD	NOT APPLIC.
a. Cribs/cots/beds					
b. Blankets					
c. Sheets					
d. Mattresses					

DO NOT STOP CONTINUE TO PAGE 51

H. SAFETY INDOORS

	3	1		2
	YES	NO	UNKNOWN	NOT APPLICABLE
✓ 1. Windows are guarded				
✓ 2. Paint is not peeling or flaking				
✓ 3. Flooring is free from tripping and slipping hazards				
✓ 4. Fire extinguisher is readily available				
✓ 5. There is an uncluttered fire stairway or fire escape				
6. The following equipment is protected: ✓ a. Radiators				
✓ b. Hot water/steam pipes				
✓ c. Electric outlets, wires				
✓ 7. There are NO floor heaters				
✓ 8. There are NO floor fans				
✓ 9. There is a telephone on the premises				
✓ 10. There are numbers for emergency posted near telephone				
✓ 11. There are NO visible fire hazards				
✓ 12. First aid supplies, insecticides, cleaning equipment, sharp objects and medicines are out of children's reach.				
✓ 13. Children are protected when asleep (crib sides are up or other protection)				

New York City Infant Day Care Study

DAY CARE ENVIRONMENTAL INDEX - 18-30 MOS. CHECKLIST OF TEACHER-CHILD INTERACTION: LEARNING (1/77)

CHILD'S NAME

CHILD'S I.D. NO. (1-6)

DATE OF OBSERVATION (7-12)

OBSERVATION CYCLE (13)

TIME ☐ AM ☐ PM (14)

OBSERVER'S INITIALS (15)

✓ A. WHO
(16) 3 1. ☐ 1 – 1
1 2. ☐ T/more than one
2 3. ☐ Mixed

B. WHICH TEACHER(S)
(17) 1. ☐ T. 1
2. ☐ T. 2
3. ☐ T. 3

✓ C. LENGTH OF INTERACTION
(18) 1 1. ☐ Less than 30 seconds
2 2. ☐ Between 30 sec. & 3 min.
3 3. ☐ More than 3 min.

✓ D. WHO CHOOSES ACTIVITY
(19) 2 1. ☐ Child
1 2. ☐ Teacher
1 3. ☐ Peer
1 4. ☐ Unknown

✓ E. ACTIVITIES
(20) 1 1. ☐ Self-help
2 2. ☐ Exploration
1 3. ☐ Gross motor
3 4. ☐ Creative/construction
2 5. ☐ Expressive
1 6. ☐ Social-affective play
4 7. ☐ Role/dramatic play
4 8. ☐ Language teaching
4 9. ☐ Concept/class/abstract
3 10. ☐ School oriented
3 11. ☐ Social rules

✓ F. TEACHING TECHNIQUES*
(21) 1. ☐ Orients
2. ☐ Demonstrates
3. ☐ Informs
4. ☐ Suggests strategy
5. ☐ Assists/participates
6. ☐ Varies/extends activity
7. ☐ Seeks evidence of child's understanding
8. ☐ Extended observation
9. ☐ Instructs/directs

SCORE TOTAL # TEACHER USED. ON LINE 28

✓ G. TEACHER'S MOTIVATIONAL TECHNIQUES*
(22) 4 1. ☐ Encourages/reassures
4 2. ☐ Praises
4 3. ☐ Material reward
4 4. ☐ Gives informational feedback
3 5. ☐ Focuses attention
1 6. ☐ Criticizes/shames
1 7. ☐ Forces/coerces
2 0. ☐ No motivational technique used

✓ H. CHILD'S INTEREST/INVOLVEMENT
(23) 5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low

✓ I. CHILD'S AFFECT
(24) 5 1. ☐ Happy
4 2. ☐
3 3. ☐ Neutral/comfortable
2 4. ☐
1 5. ☐ Unhappy

✓ J. TEACHER'S INTEREST/INVOLVEMENT
(25) 5 1. ☐ High
4 2. ☐
3 3. ☐ Moderate
2 4. ☐
1 5. ☐ Low

✓ K. TEACHER'S AFFECTIVE RESPONSE TO CHILD
(26) 5 1. ☐ Warm/affectionate
4 2. ☐
3 3. ☐ Neutral
2 4. ☐
1 5. ☐ Hostile/cold

✓ L. TEACHER'S RESPONSIVENESS TO CHILD'S CUE
(27) 5 1. ☐ Responsive
4 2. ☐
3 3. ☐ Mixed
2 4. ☐
1 5. ☐ Unresponsive

______(28)

______(29)

______(30)

* Multiple Code

C0400

6 (80)

DAY CARE ENVIRONMENTAL INDEX - 18-30 MONTHS New York City Infant Day Care Study

CHECKLIST OF TEACHER-CHILD INTERACTION CONTROL

CHILD'S NAME	CHILD'S ID NO (1-6)

DATE OF OBSERVATION	OBSERVATION CYCLE (13)	OBSERVER'S INITIALS (14)

1ST CONTROL ISSUE ✓

(15) TIME ☐ AM ☐ PM

A. CONTROL ISSUE

(16) 1. ☐ Teacher refuses child's request or demand
2. ☐ Teacher limits child's choice play materials, play area, activity or behavior
3. ☐ Verbal conflict with peer
4. ☐ Exhibition of wild, noisy or disruptive behavior
5. ☐ Verbal or physical aggression to adult
6. ☐ Destruction of play material or other equipment
7. ☐ Physical conflict with peer
8. ☐ Potential danger situation to either self or peer

______(17) ______(18)

B. TEACHER'S CONTROL TECHNIQUES ✓

(19) 6 1. ☐ Gives Reasons
6 2. ☐ Praises
5 3. ☐ Promises, rewards
5 4. ☐ Diverts, distracts
4 5. ☐ Asks, tells
3 6. ☐ Physically restrains, removes
2 7. ☐ Threatens, screams
2 8. ☐ Punishes – isolates, deprives
1 9. ☐ Denigrates, shames
1 0. ☐ Punishes – hits, spanks shakes
0 X. ☐ No response

C. OUTCOME PATTERN ✓

(20) 3 1. ☐ Immediate compliance
3 2. ☐ Compliance after teacher persists.
2 3. ☐ Unknown–Obs. period ends while teacher is persisting
2 4. ☐ Teacher intervenes after misbehavior has ended
1 5. ☐ Teacher forces compliance through physical force or punishment
2 6. ☐ Non-compliance – teacher gives up

D. AFFECTIVE QUALITY OF INTERCHANGE ✓

(21) 5 1. ☐ Warm, friendly
4 2. ☐
3 3. ☐ Neutral
2 4. ☐
1 5. ☐ Stormy, bitter conflict

2ND CONTROL ISSUE

(22) TIME ☐ AM ☐ PM

A. CONTROL ISSUE

(23) 1. ☐ Teacher refuses child's request or demand
2. ☐ Teacher limits child's choice play materials, play area, activity or behavior
3. ☐ Verbal conflict with peer
4. ☐ Exhibition of wild, noisy or disruptive behavior
5. ☐ Verbal or physical aggression to adult
6. ☐ Destruction of play material or other equipment
7. ☐ Physical conflict with peer
8. ☐ Potential danger situation to either self or peer

______(24) ______(25)

B. TEACHER'S CONTROL TECHNIQUES

(26) 1. ☐ Gives Reasons
2. ☐ Praises
3. ☐ Promises, rewards
4. ☐ Diverts, distracts
5. ☐ Asks, tells
6. ☐ Physically restrains, removes
7. ☐ Threatens, screams
8. ☐ Punishes – isolates, deprives
9. ☐ Denigrates, shames
O. ☐ Punishes – hits, spanks, shakes
X. ☐ No response

C. OUTCOME PATTERN

(27) 1. ☐ Immediate Compliance
2. ☐ Compliance after teacher persists
3. ☐ Unknown–Obs. period ends while teacher is persisting
4. ☐ Teacher intervenes after misbehavior has ended
5. ☐ Teacher forces compliance through physical force or punishment
6. ☐ Non-compliance – teacher gives up

D. AFFECTIVE QUALITY OF INTERCHANGE

(28) 1. ☐ Warm, friendly
2. ☐
3. ☐ Neutral
4. ☐
5. ☐ Stormy, bitter conflict

7 (80)

DAY CARE ENVIRONMENTAL INDEX - 18-30 MONTHS New York City Infant-Day Care Study

CHECKLIST OF TEACHER-CHILD LANGUAGE

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CHILD'S NAME

CHILD'S I.D. NO. (32–37)

DATE OF OBSERVATION

OBSERVATION CYCLE

TIME ☐ AM ☐ PM

OBSERVER'S INITIALS

TEACHER (Check only behavior directed to sample child)

TEACHER'S VERBAL BEHAVIOR		Yes (1)	No (2)
1. Speaks to C at least once during Obs period.	(38)	1	0
2. Generally speaks to C in clear, understandable language.	(39)	1	0
3. Teaches new words, verbal concepts.	(40)	1	0
4. Converses with C about ongoing activity.	(41)	1	0
5. Converses with C about topic not directly connected with on-going activity.	(42)	1	0
6. Engages in playful verbal interchange with C.	(43)	1	0
7. Encourages/prompts C to speak.	(44)	1	0
8. Asks C questions and encourages verbal response.	(45)	1	0
9. Gives reasons, explains	(46)	1	0

TEACHER'S RESPONSE TO CHILD'S BEHAVIOR		Yes (1)	No (2)	N.A. (3)
1. Responds verbally when C vocalizes to her.	(47)	2	0	MD
2. Complies non-verbally with vocal request by child.	(48)	2	0	MD
3. Answers C's questions with more than yes or no.	(49)	2	0	MD

______ (50)

CHILD (Check all vocal behavior directed to others or self)

CHILD'S VOCAL BEHAVIOR		Yes (1)	No (2)
1. Vocalizes at least once during obs. period.	(51)		
2. Speech is generally clear enough for O to understand most of it.	(52)		
3. Produces single words.	(53)		
4. Produces 2 or 3 word phrases.	(54)		
5. Produces simple complete sentences, with subject and predicate.	(55)		
6. Names objects or asks for names of objects.	(56)		
7. Converses about on-going activity.	(57)		
8. Converses about topic not directly related to on-going activity.	(58)		
9. Asks questions.	(59)		
10. Engages in playful vocal interchange.	(60)		
11. Talks to self.	(61)		

CHILD'S RESPONSE TO OTHER'S VERBAL BEHAVIOR		Yes (1)	No (2)	N.A. (3)
1. Responds vocally when spoken to.	(62)			
2. Complies non-verbally with verbal request by others.	(63)			
3. Answers questions, with more than yes or no.	(64)			

______ (65)

DAY CARE ENVIRONMENTAL INDEX - 18-30 MONTHS

NEW YORK CITY INFANT DAY CARE STUDY

CHILD'S NAME	CHILD I.D. NO. (1-6)	DATE OF OBSERVATION (7-12)	OBSERVATION CYCLE (13)	OBSERVER'S INITIALS (14)

SUMMARY OF TEACHER'S BEHAVIOR

		TEACHER 1	TEACHER 2	TEACHER 3
✓	A. Enjoyment of Child			
5	1. Enjoys			
4	2.			
3	3. Neutral			
2	4.			
1	5. Doesn't enjoy			
		(15)	(21)	(27)
✓	B. Responsiveness to Child's Cues			
5	1. Responsive			
4	2.			
3	3. Mixed			
2	4.			
1	5. Unresponsive			
		(16)	(22)	(28)
✓	C. Responsiveness to Child's Social Overtures			
6	1. Usually responsive			
5	2.			
4	3. Sometimes responsive			
3	4.			
2	5. Usually unresponsive			
1	9. Not applicable			
		(17)	(23)	(29)
✓	D. Encouragement of Child's Explorations			
5	1. Encouraging			
4	2.			
3	3. Neutral/Mixed			
2	4.			
1	5. Restrictive/Controlling			
		(18)	(24)	(30)
✓	E. Encouragement of Child's Verbalizations			
5	1. Encouraging			
4	2.			
3	3. Neutral/Mixed			
2	4.			
1	5. Discouraging			
		(19)	(25)	(31)
✓	F. Authority Role			
1	+ 2 ☐ 1 Authoritarian			
2	+ 1 ☐ 2			
3	0 ☐ 3 Democratic			
2	− 1 ☐ 4			
1	− 2 ☐ 5 Permissive/Laissez-faire			

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✓ G. Organization of Routines
(34) 1 − 2. ☐ 1 Over-organized Rigid
2 + 1. ☐ 2
3 0. ☐ 3 Organized Flexible
2 − 1. ☐ 4
1 − 2. ☐ 5 Disorganized

✓ H. Level of Stimulation
(35) 2 + 2. ☐ 1 Overstimulating
4 + 1. ☐ 2
5 0. ☐ 3 Stimulating
3 − 1. ☐ 4
1 − 2. ☐ 5 Unstimulating

I. Unusual Conditions
(36) 1. ☐ No
2. ☐ Yes If Yes, Describe:

K. Unusual Behavior by Teacher
(37) 1. ☐ No
2. ☐ Yes If Yes, Describe:

SUMMARY OF CHILD'S BEHAVIOR

A. Social Responsiveness to Teacher

(38) Frequency	(39) Quality
1. ☐ High	1. ☐ Positive
2. ☐	2. ☐
3. ☐ Moderate	3. ☐ Mixed
4. ☐	4. ☐
5. ☐ Low	5. ☐ Negative
	6. ☐ Neutral

B. Social Responsiveness to Peers

(40) Frequency	(41) Quality
1. ☐ High	1. ☐ Positive
2. ☐	2. ☐
3. ☐ Moderate	3. ☐ Mixed
4. ☐	4. ☐
5. ☐ Low	5. ☐ Negative
9. ☐ Not Applicable	6. ☐ Neutral
	9. ☐ Not Applicable

C. Curiosity (42)	D. Task Orientation (43)
1. ☐ High	1. ☐ High
2. ☐	2. ☐
3. ☐ Moderate	3. ☐ Moderate
4. ☐	4. ☐
5. ☐ Low	5. ☐ Low

E. Independence (44)	F. Emotional Tone (45)
1. ☐ High	1. ☐ Happy
2. ☐	2. ☐ Content
3. ☐ Moderate	3. ☐ Bland
4. ☐	4. ☐ Mod. Unhappy
5. ☐ Low	5. ☐ Unhappy

G. Unusual or Deviant Behavior by Child
(46) 1. ☐ No
2. ☐ Yes If Yes, Describe:

8 (80)

New York City Infant Day Care Study

MISSING DATA CONVENTIONS

All missing data (missed items or forms, except those Learning or Language forms that are accounted for by other procedures) will receive a "missing data code". Also, in certain instances when a "Not Applicable" code has been given to an item to indicate missing data, a "missing data code" will be assigned. This will allow missing data to be handled in the most appropriate manner given the analysis that is being conducted at any given instance. In the case of the D.E.I., if an item is missing on a completed form the grand mean of that item will be inserted as its value. For missing forms each form will be handled separately. Learning and Language have their own procedures for missing forms. On CORE and CORE Supplement, a missing form will be skipped as there are enough of each of these forms to compute their average. For Control, one missing Control issue will be skipped, if two are missing, Control has its own procedure for such a case. When a Teacher-Child Summary, Food Supplement, or Physical Setting form is missing, the grand mean of each item on the form will be inserted and the form will be treated as present.